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ABSTRACT

This report discusses the findings of a study that analyzed 115 public reports from state accountability offices and state special education offices to investigate how students with disabilities are doing academically and nonacademically. A framework developed by the National Center on Educational Outcomes (NCEO) was used to organize results. Analysis indicated very limited information on students with disabilities in state accountability reports. Almost every state (47) provided data in the academic and functional literacy domain, but only 13 reported on students with disabilities in this domain. These states provided information on how students with disabilities performed on statewide assessments, yet there was a range in the amount and types of data presented. In general, the performance of students with disabilities was considerably below that of students without disabilities. While 38 states reported on students with disabilities in the participation domain (graduation or exit data, enrollment data, dropout rates, time spent in various settings), only 12 provided data beyond that required for federal reporting. The additional areas were participation in large scale assessments and family involvement. Results revealed that states are beginning to report on the performance and progress of students with disabilities. Appendices include relevant data. (Contains 13 references.) (CR)

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In collaboration with:

Council of Chief State School Officers (CCSSO)

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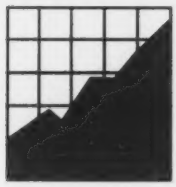
EC 306 231

Technical Report 23

Educational Results for Students with Disabilities: What Do the Data Tell Us?

James E. Ysseldyke • Martha L. Thurlow • Karen L. Langenfeld • J. Ruth Nelson • Ellen Teelucksingh • Allison Seyfarth

December, 1998



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Executive Summary

Over the past 10 years there has been an increased demand for accountability for the results of education for all students, especially students with disabilities. However, very limited data are available on educational results for students with disabilities. The Individuals with Disabilities Education Act Amendments of 1997 (P.L. 105-17) called for a focus on outcomes, and for data to be in public reports. Realizing the importance of accounting for the performance of students with disabilities, the National Center on Educational Outcomes (NCEO) analyzed public state accountability reports, with the goal of presenting information on how students with disabilities are doing both academically and nonacademically according to these reports.

We collected 115 public reports between October 1997 and March 1998 from state accountability offices and state special education offices. Using the NCEO framework to organize results, we reproduced the relevant findings to present a picture of what we know about the results of education for students with disabilities.

Our analysis revealed very limited information on students with disabilities in state accountability reports. Almost every state (47) provided data in the Academic and Functional Literacy domain, but only 13 reported on students with disabilities in this domain. These states provided information on how students with disabilities performed on statewide assessments, yet there was a range in the amount and types of data presented. In general, the performance of students with disabilities was considerably below that of students without disabilities. While 38 states reported on students with disabilities in the Participation domain (graduation or exit data, enrollment data, dropout rates, time spent in various settings), only 12 provided data beyond that required for federal reporting. The additional areas were participation in large scale assessments and family involvement.

Our analysis revealed that states are beginning to report on the performance and progress of students with disabilities. The data that do exist confirm suspicions about low performance, but do not yet provide information on performance over time. We should see dramatic changes in reporting practices when we analyze 1998 state reports. These changes in reporting practices will provide the data needed to monitor the progress and performance of students with disabilities.

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Overview

Over the past 10 years there has been an increased demand for accountability for the results of education for all students, especially students with disabilities. There has also been a push to include students with disabilities in school reform activities. While substantial changes have been made in education, there is still a concern that reforms and change initiatives have not led to satisfactory results for students with disabilities.

Very limited data are available on the results of education for students with disabilities. The few reports available generally have presented a bleak picture of outcomes. Most of these reports are from special government studies rather than on-going data collection programs. In the mid-1980s, Congress mandated a longitudinal study that reported on the secondary school experiences of a sample of students with disabilities, as well as post-secondary outcomes in employment, education, and independent living. In this study, Wagner, Newman, D'Amigo, Jay, Butler-Nalin, Marder, and Cox (1991) found that only 15% of students with disabilities attended a post-secondary school one year after high school, 30% had not held a paid job, 40% of those employed only worked part-time, 1 in 5 overall had been arrested, and nearly 40% of youth left school by dropping out.

About one-fourth of youth with disabilities had been enrolled in post-secondary vocational schools or 2-year or 4-year colleges by three to five years after leaving high school, almost twice as many had been enrolled in the first two years after high school (Wagner, D'Amico, Marder, Newman, & Blackorby, 1992). However, in the general population, nearly 68% of youth were enrolled in some type of post-secondary education. Three to five years after high school, only about one in nine students with disabilities had earned some type of post-secondary education degree, certificate, or license.

Results from the National Adult Literacy Survey (NALS) revealed that adults with any type of disability were more likely than those in the total population to perform in the lowest literacy levels (Kirsch, Jungeblut, Jenkins, & Kolstad, 1993). The performance gap between those who reported having a particular disability and those in the total population ranged from 24 to 154 points across the scales used.

More recent analyses of the National Education Longitudinal Study (NELS) of 1988 have shown that students identified by teachers and parents as having a disability earned lower high school grades in core courses, scored lower on math and reading proficiency tests, and were more likely to drop out of school than students without disabilities (Rossi, Herting, & Wolman, 1997). Finally, these students also had lower educational expectations for themselves and by their parents. The publication of these data and the lack of a more consistent set of data have resulted in a call to look more closely at the results of education for students with disabilities, with hopes of improving services for these students.

There is also limited information about the inclusion/exclusion of students with disabilities in large-scale assessments. The NELS 1988 sample of students in eighth grade was estimated to have excluded about 5.4% of all potential students due to either limitations in language proficiency or to mental and physical disabilities (Ingels, 1996). This was similar to the percentage of students excluded from the 1988 NAEP study (5.3 percent) (as cited in Ingels, 1996). It was estimated that approximately 2.0 percent were excluded due to language proficiency, leaving about 3.4 percent due to mental or physical disabilities. This translates roughly to about 34 percent of the students with disabilities—meaning that about 66% of these students were included. These figures may be overestimates since both studies excluded students in residential and separate school placements.

Policymakers, researchers, educators, and families attempted to address many needed educational reforms with the signing of the Individuals with Disabilities Education Act Amendments of 1997 (P.L. 105-17). This law called for a change in focus from "processes or access to education" to "outcomes," and for major changes in public reporting and accountability procedures (Ysseldyke, Thurlow, Kozleski, & Reschly, 1998). As of July 1998, state education agencies were required to report on the participation and performance of students with disabilities on statewide assessments.

Numerous states are focusing their efforts on improving reporting practices, but several analyses have revealed that many states fall short of what the new requirements mandate. For example, a survey of special education directors (Erickson & Thurlow, 1997) indicated that data gathered on students with disabilities are not publicly reported in most states, but are used primarily for internal review. Only 32 regular and unique states (e.g., Guam, Palau) reported that they have readily available information on the number of students with disabilities who participate in any of their statewide assessments. Of those states that indicated they report such data, only half were able to provide the numbers when requested to do so. Furthermore, the state directors pointed to the altruistic motivation of parents and teachers to "protect" students from testing and high stakes for schools as the leading reasons for not encouraging students with disabilities to participate in assessment programs. It appears that students with disabilities are not encouraged to participate in statewide testing even when appropriate, and if they do participate, participation data usually have not been reported for them.

Our goal was to report on how students with disabilities are doing academically and non-academically. To do this we used the NCEO framework (Ysseldyke, Krentz, Elliott, Thurlow, Erickson, & Moore, 1998) as the basis for our analysis of public state accountability reports. NCEO's framework of educational results goes beyond test participation data. This comprehensive framework, initially created by hundreds of nationally-representative stakeholders, includes both academic and nonacademic domains (refer to Figure 1). Stakeholders identified six domains of desired outcomes, including data on responsibility and independence,

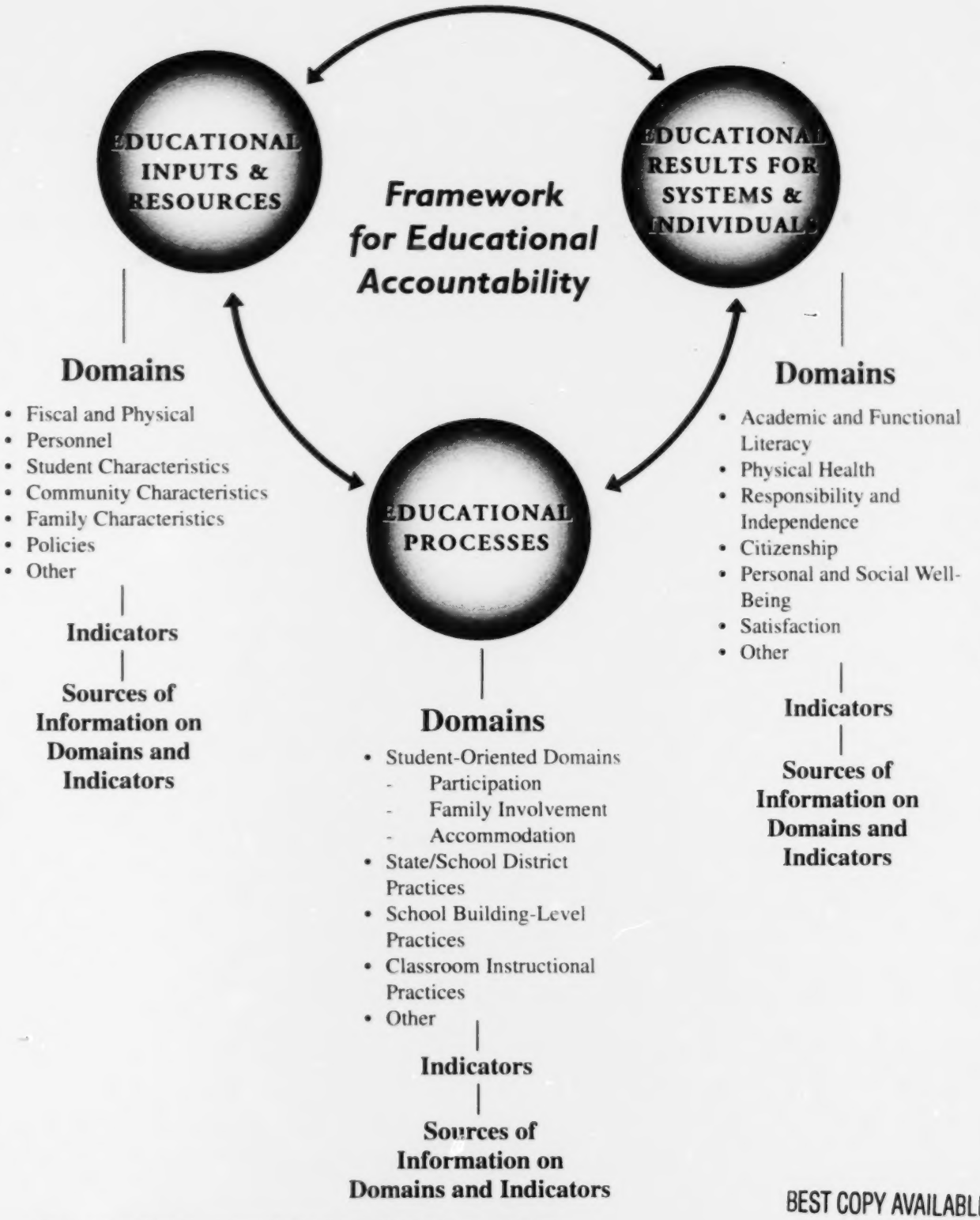

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Figure 1. NCEO Framework for Educational Accountability

personal and social well-being, citizenship, academic and functional literacy, physical health, and (student/parent/community) satisfaction. The NCEO framework specifies outcomes, indicators, and sources of data in each of the six results domains. The complete framework shown in Figure 1 includes Inputs/Resources and Educational Processes, as well as Results, but the focus of our analysis was on Results, and certain components of the student-oriented domains within Educational Processes.

Methods

Data for this report were gathered from public documents that report data on the performance of students. The appropriate documents to analyze were identified by using the annual Council of Chief State School Officers (CCSSO) state accountability survey as a guide (Council of Chief State School Officers, 1997, prepublication copy). This annual survey is sent to state accountability offices and used to obtain the titles of each accountability document available from the state. Each state accountability office was contacted by NCEO staff and the documents listed by CCSSO were requested. In addition, NCEO staff requested any additional information specifically on special education that was available from the state. We asked only for *published*, public data, either in paper form or on the World Wide Web.

Data were gathered between October 1997 and March 1998. Though most reports were obtained by the end of November 1997, the last report was collected in March 1998. Since we were interested in publicly available accountability data for students with disabilities, we specifically requested data from state accountability offices rather than state special education offices. In those cases where data were not available on students with disabilities, we also contacted and requested any published data from state special education offices. We attempted to obtain every available accountability document that included students with disabilities. However, reports are continually being produced and sometimes reports available through one unit in a state department of education are unknown to another department. Thus, it was difficult to verify the extent to which we had obtained all available reports. In some cases, where recent data were not obtained in time for our cut-off dates, older data that were available were used. It is important to keep in mind that the reports obtained from states spanned the school years 1995-96 through 1997-98 even though all reports were obtained during 1997-98.

For this analysis, we obtained 115 accountability reports (see Appendix A). Each report was searched thoroughly for data on students with disabilities. Fifty documents contained outcome data on students with disabilities. The data were then coded according to the NCEO framework (Ysseldyke et al., 1998). Enough data for summary analyses were obtained in only two categories: (1) Educational Results for Systems and Individuals, and (2) Educational Processes, specifically Student-Oriented Domains. Sporadic data were obtained in other domains of the NCEO framework.

Wherever possible, data are presented in this report in the same way that states presented them. In some cases, data were taken from larger data bases, or from several different sources and were formatted in order to increase clarity. The data, however, only include information actually stated in the public reports. A summary of cautions about the data included in this report is presented in Table 1.

Specific Data Included in Each Domain

Educational Results. Data from three domains were collected in the area of Educational Results: Academic and Functional Literacy, Personal and Social Well-Being, and Satisfaction. Most of the data included in this area consisted of disaggregated test scores for students with disabilities. When reproducing these data we noted when descriptions of the tests were given and when a description of the scoring rubrics or standards used to determine proficiency were provided. We

Table 1. Cautions

The data presented in this report do not include:

- Regular education scores that do include students with disabilities but do not separate out their scores.
- Data that were not part of published, publicly available reports.
- Data that were not received by March 1998.
- Special studies, grants or projects, or data for subgroups of students with disabilities (e.g., students with learning disabilities).
- District or school level data.
- Preschool data.
- Post-secondary data unless presented as an outcome of secondary education and included as part of a regular or special education accountability report for K-12.
- Data that are reported in the Annual Report to Congress (U.S. Department of Education, 1997), including:
  - — Enrollment data.
  - — Placement data.
  - — Exit status.
  - — Personnel and financial data.

Data in this report do include data from school years 1995-96 to 1997-98.

present here the actual data provided, including the scores of students without disabilities for comparison, and definitions of terms used if these were part of the accountability documentation.

Educational Processes. Data from two domains were collected in the area of Educational Processes: Participation and Family Involvement. Most of the data reported by states in these areas are included in the Annual Report to Congress (U.S. Department of Education, 1997), including enrollment, placement, and graduation data. These data are *not* included in our analysis. We do mention, however, when these data are included in public accountability reports, since data in these reports are more widely available to the general public than are the data in the Annual Report to Congress. When reproducing these data we included the following:

- Participation in large scale assessments, including, where provided:
  - The number and percentage of students with disabilities who were included or excluded from testing.
  - The number and percentage of students who took the test with and without accommodations, and the types of accommodations provided.
- Post high school job placement information.
- Information on family involvement in students' education.

Data not reproduced, but mentioned in this report include enrollment, placement, and students with disabilities exiting educational programs.

Considerations in Interpreting Data

Every effort was made to gather as much of the publicly available data on students with disabilities as possible, and to be fair, thorough, and consistent in data analysis. When interpreting these data, it is important to keep these considerations in mind:

- States gather and report data at different times. We made every effort to report the most recent data available; thus, not all of the data provided in this report come from the same years.
- States vary in their:
  - Reporting practices.
  - Types of indicators used.
  - Tests, rubrics and standards used to judge performance.
  - Amount and types of data provided in accountability reports.

- In some cases, data are very difficult to interpret because they do not include glossary or summary information, the percentages of students with disabilities tested, or other information that is needed to accurately interpret the data.

- These data are intended to be used as a general overview of the performance of students with disabilities, and should be interpreted with caution. Comparisons between states on the performance of students with disabilities are not appropriate since measures and participation rates for students with disabilities are different from one state to the next.

Results

Of the 115 reports that were analyzed from 50 states, a total of 59 reports (39 states) included data on students with disabilities in the domain(s) of academic and functional literacy and/or in the student-oriented process domains. The actual data of educational results and processes on students with disabilities reported in state accountability reports were collated and are reproduced in this document. Because states often produce multiple reports (see Thurlow, Langenfeld, Nelson, Shin & Coleman, 1998), we opted to analyze all data in terms of state performance (e.g., number of states reporting on test scores or number of students participating in testing).

The reproduced data are presented, categorized by state and domain, in Appendices B and C. In Appendix B are the data on how students with disabilities are doing in domains of Academic and Functional Literacy, Personal and Social Well-Being, and Satisfaction. Descriptions of data sources are provided if the information was in the reports; not all states provided contextual information. Information that states provided on the Student-Oriented Domains of Participation and Family Involvement is listed in Appendix C. Again, any clarifying information in the actual report(s) is included here.

A summary of which states report data on educational results and processes is provided in Table 2. As indicated in the Results area, the most frequent domain for which data were presented was Academic and Functional Literacy. Only two states included other areas (Kansas has Personal and Social Well-Being data; New York has Satisfaction data as well as Academic and Functional Literacy). In the Process area, most states reported on Participation.

Educational Results

Thirteen states disaggregated performance data for students with disabilities in the area of Academic and Functional Literacy (Connecticut, Delaware, Georgia, Louisiana, Maine, New Hampshire, New York, North Carolina, North Dakota, Rhode Island, South Carolina, Texas,

Table 2. Overall Summary of Data Gathered on Students with Disabilities

State	Educational Results (Academic and Functional Literacy, Personal and Social Well-Being, and Satisfaction	Educational Processes (Participation, Family Involvement)
AL		P
AK		P*
AZ		P*
AR		
CA		P
CO		P
CT	AFL	P*
DE	AFL	
DC		P
FL		P
GA	AFL	P
HI		P
ID		
IL		
IN		P
IA		P
KS	PSW	P
KY		
LA	AFL	P
ME	AFL	P*
MD		P
MA		P*
MI		
MN		
MS		P
MO		P
MT		
NE		
NV	(AFL**)	
NH	AFL	P*
NJ		P

Table 2. Overall Summary of Data Gathered on Students with Disabilities (continued)

State	Educational Results (Academic and Functional Literacy, Personal and Social Well-Being, and Satisfaction	Educational Processes (Participation, Family Involvement)
NM		P*
NY	AFL / S	P*
NC	AFL	P*
ND	AFL	P
OH		P
OK		P
OR	(AFL**)	(FI**) / P*
PA		P
RI	AFL	P
SC	AFL	P*
SD		P
TN		P
TX	AFL	P*
UT		P
VT	(AFL**)	P
VA	AFL	P
WA		P
WV		
WI		
WY		

Note: AFL = Academic and Functional Literacy; PSW = Personal and Social Well-Being; S = Satisfaction; P = Participation; FI = Family Involvement.
* These states reported participation in large-scale assessments.
** These states only reported information that was gathered from a special study, not an annually reported indicator.

Virginia). These states provided information on how students with disabilities performed on statewide assessments. Generally, the data are for one year only. There is very little information included in state accountability documents on how students with disabilities are performing over time and whether there is improvement or progress in performance from year to year.

Three states (Nevada, Oregon, Vermont) completed special studies on the academic and functional literacy of students with disabilities. (These unique indicators that were reported are not gathered

annually.) For example, Vermont reported the results of a pilot study on the outcomes of IEP interventions for special education students.

Two states reported on other domains of results for students with disabilities. Kansas, the only state to report on the area of Personal and Social Well-Being, cited the number of violent acts committed by students with disabilities. New York reported data in the domain of Satisfaction: the results of a Consumer Satisfaction Survey on vocational rehabilitation services provided to special education students.

For the 13 states that presented information on statewide assessments, the most frequently reported content areas (see Table 3) were: reading (12 states) and math (11 states). Only six states reported social studies data. Ten states reported on students with disabilities in three or more content areas (Connecticut, Georgia, Maine, New Hampshire, New York, North Carolina, North Dakota, Rhode Island, South Carolina, Texas).

According to CCSSO (1998), 19 states had a high stakes graduation exit exam in 1997. Fifteen of these states reported graduation exam results for regular education students (Florida, Georgia, Indiana, Louisiana, Maryland, Mississippi, New Jersey, New Mexico, New York, North Carolina, Ohio, South Carolina, Tennessee, Texas, Virginia), and only 47% of the 15 states (7 states: Georgia, Louisiana, New York, North Carolina, South Carolina, Texas, Virginia) reported these results for students with disabilities.

Only a handful of states presented any other types of data in the domain of Academic and Functional Literacy. Georgia reported the results of retests on its graduation exam. New York and Texas both provided extensive data on students with disabilities in the area of Academic and Functional Literacy. These two states have state assessments in place, a graduation exam, and end-of-course assessments that include students with disabilities. Furthermore, both of these states have other unique indicators in this domain. New York has an Occupational Education Proficiency Exam. Texas has an assessment, the Texas Academic Skills Program Test (TASP), that provides results of college entrance exams for students entering Texas institutions of higher education. Both of these states provided clear and concise data on students with disabilities and should be viewed as models for their reporting practices.

A synthesis of the state achievement test data of students with disabilities is presented in Table 4. Because it is difficult to aggregate and analyze achievement data of states due to differences in tests, standards, rubrics, the time of year given, content difficulty of tests, accommodations given, exclusion of students, the grade the test was given, or the year the data were collected, we decided to examine how students performed relative to standards set by the states. We used the percentage of students above the passing score or other index of "adequate" performance. As indicated in Table 4, approximately 30-50 percent fewer students with disabilities are meeting standards than are students without disabilities. Looking at score results within states, students

Table 3. Educational Results: Summary for Academic & Functional Literacy, Personal and Social Well-Being, and Satisfaction

State	Content Areas					Graduation Exam	End-of-Course Assessments	Other Unique Indicator(s)
	Rdg/ Lang	Math	Writ	Sci	S. S.			
AL								
AK								
AZ								
AR								
CA								
CO								
CT	•	•	•					
DE			•					
DC								
FL								
GA	•	•		•	•	•		
HI								
ID								
IL								
IN								
IA								
KS**								
KY								
LA	•	•				•		
ME	•	•	•	•	•			
MD								
MA								
MI								
MN								
MS								
MO								
MT								
NE								
NV								Provides a matrix of characteristics of schools (% of SpEd) and their effects on test scores (+ or -)*
NH	•	•		•	•			
NJ								
NM								

Table 3. Educational Results: Summary for Academic & Functional Literacy, Personal and Social Well-Being, and Satisfaction (continued)

State	Content Areas					Graduation Exam	End-of-Course Assessments	Other Unique Indicator(s)
	Rdg/ Lang	Math	Writ	Sci	S. S.			
NY***	•	•	•	•	•	•	• U.S History, Biology	Performance on Occupational Ed. Proficiency Exam
NC	•	•	•			•	• Algebra, Biology, Economic, Legal & Political Systems, U.S. History	
ND	•	•		•	•			
OH								
OK								
OR	(• *)	(• *)						Status of delivery of transition services*
PA								
RI	•	•	•					
SC	•	•	•	•		•		
SD								
TN								
TX	•	•	•	•	•	•	• Algebra, Biology, English, U.S. History	Results of college entrance exam for students entering Texas institutions of higher education (TASP)
UT								
VT								Outcomes of IEP interventions for SpEd students*
VA	•					•		
WA								
WV								
WI								
WY								

* Refers to indicators from a special study that was completed, not an annually reported indicator.
** Kansas also reports on Personal and Social Well-Being, specifically violent acts committed by students with disabilities.
*** New York also reports on Satisfaction, specifically on consumer satisfaction with services provided to special education students receiving vocational rehabilitation services.

Table 4. State Achievement Test Data of Students with Disabilities Passing State Criteria

State, Grade & Year Test was Given	Test Used	Criteria Used by States or Report Authors	Achievement Testing									
			Reading		Math		Writing		Science		Social Studies	
			SWD	All	SWD	All	SWD	All	SWD	All	SWD	All
CT Gr 8 1995-96	CT Mastery Test	At or above state goal	SpEd 25.6	58.9	SpEd 14.3	47.3	SpEd 19.3	45.3	No Assessments			
DE Gr 8 1997	DE Writing Assess.	At or above 2.0 scoring rubric of 1-4*	No Assessments				Sp Ed 53.0	85.0	No Assessments			
GA Gr 11 1996	GA H.S. Grad. Tests	Percent passing	SpEd 52.0	91.0	SpEd 45.0	85.0	No Assess.		SpEd 25-31.0	67-73.0	SpEd 40.0	79.0
LA Gr 7 1996-97	CRTs	Percent attaining the state scaled score	SpEd 51.0	89.0	SpEd 41.0	82.0	No Assessments					
LA Gr 11 1996-97	Grad. Exam	Percent attaining state scaled score	SpEd 46.0	86.0	SpEd 49.0	78.0	SpEd 72.0	94.0	SpEd 57.0	83.0	SpEd 65.0	89.0
ME Gr 8 1996	ME Ed. Assess.	Percent basic or above	Dis. 44.0	86.0	Dis. 37.0	75.0	Dis. 65.0	93.0	No Assessment results			
NH Gr 6 1996	NH Ed. Assess.	Percent basic or above	Dis. 14.0	62.0	Dis. 9.0	44.0	No Assess.		Dis. 8.0	33.0	Dis. 12.0	50.0
NY Gr 6 1996	PEP	Above state reference points	SpEd 31.6	82.0	SpEd 63.7	94.0	No Assessments					
NY Gr 6 1996	Regents Comp. Tests	Percent passing	SpEd 48.0	75.5	SpEd 49.6	67.1	SpEd 62.8	82.7	SpEd 47.6	65.8	SpEd 41.7	54.5
NC Gr8 1995-96	End-of-Grade Tests	Percent proficient	17.7% for Special Education students and 61.2% for all students—no content area is specified for the end-of-grade tests									
NC Gr 7 1995-96	Annual Writing Assess.	Percent at or above 2.5	No Assessments				SpEd 19.5	54.9	No Assessments			
ND Gr 8 1996	CTBS IV	NP of the NCE	IEP 25.0	66.0	IEP 21.0	65.0	No Assess.		IEP 29.0	68.0	IEP 34.0	70.0
RI Gr 8 1996	MAT/7	Percent scoring in the middle or high ranges	SpEd 28.8	61.5	SpEd 27.3	61.8	SpEd 22.5	63.5	No Assessments			
SC Gr 8 1996	BSAP	Percent scoring from the 51-99 percentiles	Dis 30.2	74.5	Dis. 26.7	68.2	Dis. 42.6	84.4	Dis. 22.6	55.2	No Assess.	
TX Gr 8 1995	TAAS	Percent passing	SpEd 36.8	75.5	SpEd 19.8	57.3	SpEd 31.3	75.3	SpEd 47.0	77.2	SpEd 30.1	65.9
VA Gr 6 1995-96	VA Literacy Passport Test	Percent passing	SpEd 30.0	70.0								

* DE does not identify which of its four point rubric comprises an adequate or "passing." For purpose of display, we selected the 2.0 level as "passing."

Note: BSAP = South Carolina's Basic Skills Assessment Program; CRTs = Criterion-referenced tests which are part of the LA Educational Assessment Program; CTBS IV = California Test of Basic Skills, 4th Edition (Achievement test); Dis. = Students with an identified disability; IEP = Students with an Individualized Education Program; NP of the NCE = National percentile of the normal curve equivalent; Regents Comp. Tests = New York's Regents Competency Tests; SpEd = Special education students; SWD = Students with disabilities; TAAS = Texas' Assessment of Academic Skills.

with disabilities generally performed similarly on math and reading assessments. Yet a couple of states did have significant discrepancies between the number of students who met their state's standard in these content areas. For example, 31.6% of special education students in New York passed state standards on the Pupil Evaluation Program (PEP) assessment in reading while 63.7% passed the PEP assessment in math.

The percentage of students with disabilities meeting state standards in reading achievement ranged from 27.5% to 50.4% (see Table 5). Figure 2 depicts the differences between percentages of students meeting standards in reading. The three states that had the smallest discrepancy between the percentage of students with and without disabilities were New York (on one of two tests), Rhode Island, and Connecticut.

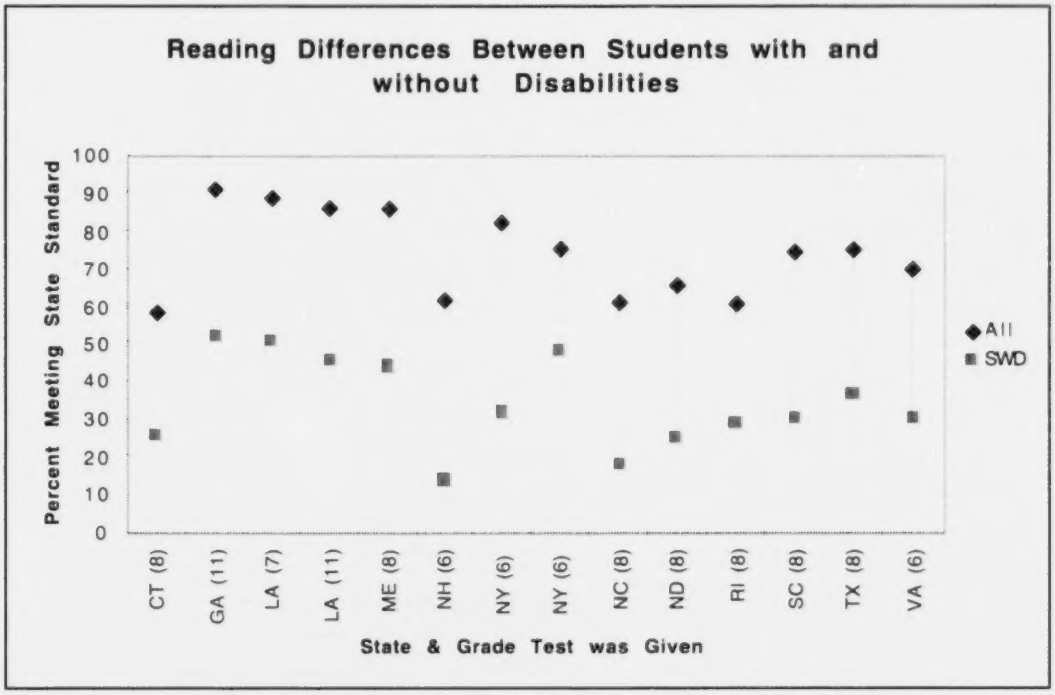
Educational Processes

In the area of Student-Oriented Domains, 38 states reported on students with disabilities (see Table 2). Although this number is greater than for the area of Academic and Functional Literacy, approximately 25 percent of states are not reporting in this area. In Table 6 we provide a summary of educational process data, specifically Participation and Family Involvement data. In the area

Table 5. Reading Achievement Differences Between Students With and Without Disabilities

State	All (%)	Students with Disabilities (%)	Difference (%)
CT (Gr 8)	58.9	25.6	33.3
GA (Gr 11)	91	52	39
LA (Gr 7) CRTs	89	51	38
LA (Gr 11) Grad Exam	86	46	40
ME (Gr 8)	86	44	42
NH (Gr 6)	62	14	48
NY (Gr 6) PEP	82	31.6	50.4
NY (Gr 6) Regents Compt. Tests	75.5	48	27.5
NC (Gr 8)	61.2	17.7	43.5
ND (Gr 8)	66	25	41
RI (Gr 8)	61.5	28.8	32.7
SC (Gr 8)	74.5	30.2	44.3
TX (Gr 8)	75.5	36.8	38.7
VA (Gr 6)	70	30	40

Figure 2. Reading Achievement Differences Between Students With and Without Disabilities



of Participation, states reporting on such indicators as the number of students with disabilities participating in large scale assessments, graduation or exit data, enrollment data, dropout rates, or time spent in various settings are noted in Table 6.

The only Educational Process indicators that were not part of federal reporting requirements when these documents were produced were participation in large-scale assessments and family involvement. Twelve states included these data in reporting on students with disabilities (see Table 6). Approximately the same number of states (13) did not report on any Participation indicators. Six states reported on four or more indicators in the area of Participation (Connecticut, Louisiana, New Jersey, New York, South Dakota, Texas). Overall, only 25% of the states reported on educational process indicators of Student-Oriented domains that they are not required to report to Congress. Thus, little educational process data are reported on students with disabilities that are not already federally mandated.

Information on family involvement was scarce in state reports. Only one state included any information in the domain. Oregon included the number of families and children served through a special parent education program for families considered to be at-risk for having children with disabilities.

Table 6. Educational Processes: Summary for Participation and Family Involvement

State	Participation in Large Scale Assessment	Graduation Rates/Exit Data	Enrollment	Drop-Out Rates	Time Spent in Various Settings	Other Unique Participation Indicators	Family Involvement
AL			•				
AK	•	•					
AZ	•		•				
CA			•				
CO		•	•	•			
CT	•	•	•				
DE							
DC			•				
FL			•				
GA		•	•	•			
HI			•				
ID							
IL							
IN			•				
IA			•				
KS			•	•			
KY							
LA		•	•	•	•		
ME	•		•	•			
MD			•				
MA	•		•				
MI							
MN							
MS		•	•				
MO			•				
MT							
NE							
NV							
NH	•						
NJ	•	•	•	•	•		
NM			•				
NY	•	•	•	•	•	a	
NC	•						
ND			•				
OH			•				

Table 6. Educational Processes: Summary for Participation and Family Involvement (continued)

State	Participation in Large Scale Assessment	Graduation Rates/Exit Data	Enrollment	Drop-Out Rates	Time Spent in Various Settings	Other Unique Participation Indicators	Family Involvement
OK			•			b	
OR	•		•		•		c
PA			•				
RI			•		•		
SC	•		•				
SD		•	•	•	•		
TN			•				
TX	•	•		•	•	d	
UT			•		•		
VT			•				
VA		•		•			
WA			•		•		
WV							
WI							
WY							

• = States that included information on student-oriented domain of participation.
a = Failure to graduate; post education outcomes; students returning to general education.
b = Post-high school experiences and employment.
c = Number of families served in parent education programs for families considered to be at-risk for having children with disabilities.
d = Completion of advanced courses; retention courses.

Of those requirements that are mandated to be reported in the Annual Report to Congress, the majority of states (33) reported on the enrollment of students with disabilities, making it the most common indicator reported for these students. Ten states (Colorado, Georgia, Kansas, Louisiana, Maine, New Jersey, New York, South Dakota, Texas, Virginia) reported drop-out data on students with disabilities in their public reports. Graduation/exit data on students with disabilities were reported by 11 states (Alaska, Colorado, Connecticut, Georgia, Louisiana, Mississippi, New Jersey, New York, South Dakota, Texas, Virginia). Eleven states reported on students with disabilities' time spent in various settings (Connecticut, Louisiana, New Jersey, New York, Oregon, Rhode Island, South Dakota, Texas, Utah, Vermont, Washington). Three states (New York, Oklahoma, Texas) had unique indicators on students with disabilities—failure to graduate, post-education outcomes, number of students returning to general education, advanced course completion, and retention rates.

Table 7 is a compilation of the participation data available in the state accountability reports. Data provided in this table include:

- Participation numbers or rates for all students (column 3).
- Participation numbers or rates for students with disabilities; rates presented are the number of students with disabilities who took the test divided by the total number of students with disabilities (column 4).
- Participation numbers or rates; rates presented are the number of students with disabilities who took the test divided by the total number of students (with and without disabilities) who took the test (column 5).
- Exemption numbers or rates; rates presented are the number of students with disabilities who were exempted divided by the total number of students with disabilities (column 6).
- Exemption numbers or rates; rates presented are the number of students with disabilities exempted divided by the total number of students (with and without disabilities) enrolled (column 7).

Twelve states provided some type of participation data of students with disabilities in statewide assessments. Only two states (Connecticut and Maine) provided participation data as the number of students with disabilities who took the test, divided by the population of all students with disabilities at the grade level being tested. Three states (New Jersey, Oregon, and South Carolina) provided just the number of students with disabilities tested. Exemption data, giving the percentage of all students with disabilities who were excluded from testing, were provided by five states (Connecticut, Massachusetts, New York, Oregon, and Texas). Arizona provided only the number of students who were excluded from testing. From the data available (using both participation data in column 4 and exemption data in column 6), it appears that between *50 and 80%* of students with disabilities are participating in testing in the 12 states that reported participation data.

Discussion

States are beginning to report data on students with disabilities. The data presented in this report, which were obtained from state reports, are intended to be used as a general overview of the performance of students with disabilities, and should be interpreted with caution for a number of reasons. States gather and report data at different times. States vary in their reporting practices,

Table 7. Participation Data of Students with Disabilities in Statewide Testing

States	Test	All Students Partic. in Testing (No./%)	SWD Partic. in Testing (No./% of SWD)	SWD Partic. in Testing (No./% of total tested)	SWD Excluded or Exempted (No./%)	No./% of Total Students Excluded or Exempted as Special Education
AK	CAT/5/Grades 4,8,11	23,987/89.6%				1,061/4.7% (includes LEP)
AZ	ITBS/Grades	156,339			7,424	
	4,7 TAP/Grade 10	(4,7,10)			(4,7,10)	
CT	CMT/Grades 4,6,8		14,125/80.1%[a]		983/5.6%[a]	
ME	MEA/Grade 8	14,693/85.0%	1,060/49.0%			1,087/6.0%
MA	MEAP/Grade 4	90.0%			2.0%/10.0%	
	MEAP/Grade 8	89.0%			3.0%/15.0%	
	MEAP/Grade 10	85.0%			8.0%/15.0%	
NH	3rd Grade English Language Arts (ELA)			?/10%		660/4%
	3rd Grade Math			?/12%		340/2%
	6th Grade ELA			?/11%		363/2%
	6th Grade Math			?/12%		272/2%
	6th Grade Science			?/12%		245/2%
	6th Grade Social Studies			?/12%		255/2%
	10th Grade ELA			?/9%		203/2%
	10th Grade Math			?/9%		170/1%
	10th Grade Science			?/9%		179/1%
	10th Grade Social Studies			?/9%		178/1%
NJ[d]	EWT Reading/ Grade 8	81,667[b]	8300/?			
	EWT Math/Grade 8	81,667[b]	8,260/?			
	EWT Writing/ Grade 8	81,667[b]	8,217/?			

Table 7. Participation Data of Students with Disabilities in Statewide Testing (continued)

States	Test	All Students Partic. in Testing (No./%)	SWD Partic. in Testing (No./% of SWD)	SWD Partic. in Testing (No./% of total tested)	SWD Excluded or Exempted (No./%)	No./% of Total Students Excluded or Exempted as Special Education
NJ[d]	HSPT Reading/ Grade 11	13,572[b]	1335/?			
	HSPT Math/ Grade 11	12,397[b]	1229/?			
	HSPT Writing/ Grade 11	10,288[b]	1129/?			
NY	PEP/Grade 3/ Reading				2,227/9.0%	
	PEP/Grade 3/ Math				1,977/8.0%	
	PET/Grade 4/ Science				1,793/7.0%	
	PEP/Grade 5/ Writing				1,874/7.3%	
	PEP/Grade 6				2,304/8.4%	
	PET/Grade 6/ Social Studies				2,362/9.2%	
	PET/Grade 8/ Social Studies				2,243/10.1%	
NC	End-of-Grade Tests/Grade 3	90,594		10,003/11.0%		
	End-of-Grade Tests/Grade 4	89,115		10,072/11.3%		
	End-of-Grade Tests/Grade 5	89,237		9,994/11.2%		
	End-of-Grade Tests/Grade 6	87,310		10,467/12.0%		
	End-of-Grade Tests/Grade 7	87,457		8,261/9.4%		
	End-of-Grade Tests/Grade 8	85,997		7,174/8.3%		
	Writing Assess./ Grade 4	90,638		10,295/11.4%		
	Writing Asses./ Grade 7	88,422		9,252/10.5%		
OR[c]	SRA/Grade 3		2,808/?		2,287/44.9%	
	SRA/Grade 5		3,682/?		1,557/29.7%	
	SRA/Grade 8		3,223/?		799/19.9%	
	SRA/Grade 11		2,224/?		440/16.5%	

States	Test	All Students Partic. in Testing (No./%)	SWD Partic. in Testing (No./% of SWD)	SWD Partic. in Testing (No./% of total tested)	SWD Excluded or Exempted (No./%)	No./% of Total Students Excluded or Exempted as Special Education
SC[d]	MAT/7/Grade 4/ Reading	46,541	3,857/?			
	MAT/7/Grade 4/ Math	46,797	4,114/?			
	MAT/7/Grade 4/ Language	46,484	3,845/?			
	MAT/7/Grade 4/ 3 R's Battery	46,321	3,772/?			
	MAT/7/Grade 5/ Reading	47,020	3,349/?			
	MAT/7/Grade 5/ Math	47,214	3,536/?			
	MAT/7/Grade 5/ Language	46,934	3,307/?			
	MAT/7/Grade 5/ 3 R's Battery	46,773	3,231/?			
	MAT/7/Grade 7/ Reading	47,531	2,929/?			
	MAT/7/Grade 7/ Math	47,537	2,970/?			
	MAT/7/Grade 7/ Language	47,307	2,886/?			
	MAT/7/Grade7/ 3 R's Battery	46,944	2,805/?			
	MAT/7/Grade 9/ Math	49,828	2,745/?			
	MAT/7/Grade 9/ Math	49,817	2,735/?			
	MAT/7/Grade 9/ Language	49,677	2,718/?			
	MAT/7/Grade 9/ 3 R's Battery	48,908	2,650/?			
	MAT/7/Grade 11/ Reading	31,584	809/?			
	MAT/7/Grade 11/ Math	31,127	768/?			
	MAT/7/Grade 11/ Language	31,047	760/?			
	MAT/7/Grade 11/3 R's Battery	30,218	714/?			

Table 7. Participation Data of Students with Disabilities in Statewide Testing (continued)

States	Test	All Students Partic. in Testing (No./%)	SWD Partic. in Testing (No./% of SWD)	SWD Partic. in Testing (No./% of total tested)	SWD Excluded or Exempted (No./%)	No./% of Total Students Excluded or Exempted as Special Education
SC[d]	BSAP Total			?/10.2%		
	BSAP/Grade 3/ Reading	45,925	4,993/?			
	BSAP/Grade 8/ Reading	47,925	3,502/?			
	BSAP/Grade 10/ Reading	39,986	1,871/?			
	BSAP/Grade 3/ Math	46,266	5,268/?			
	BSAP/Grade 8/ Math	47,982	3,538/?			
	BSAP/Grade 10/Math	40,013	1,876/?			
	BSAP/Grade 6/ Writing	47,329	3,621/?			
	BSAP/Grade 8/ Writing	47,619	3,415/?			
	BSAP/Grade 10/Writing	39,764	1,844/?			
	BSAP/Grade 3/ Science	45,979	4,954/?			
	BSAP/Grade 6/ Science	47,337	3,571/?			
	BSAP/Grade 8/ Science	47,646	3,386/?			
TX	TAAS/Math				?/52.6%	?/6.9%
	TAAS/Reading				?/54.8%	?/7.3%
	TAAS/Writing				?/55.9%	?/7.0%

* Blank spaces indicate no information was available or could not be determined from the information given.

[a] = An additional 2,534 students (14.4%) with disabilities were reported as status not recorded.

[b] = Includes regular, special education, limited English proficient students, and voided student answer folders.

[c] = SWD who participate under modified conditions or are exempted from testing.

[d] = Gives exempted data, but do not disaggregate SWD exemptions.

the types of tests, rubrics and standards used to judge performance, and the amount of data collected on students with disabilities.

Table 8 summarizes the information obtained from state reports in the area of educational results. Although most of the data on students with disabilities provided in state reports were educational process data, approximately 26% of the states did disaggregate performance data on statewide assessments. Generally, the data represented only one year; little information was available on how students with disabilities performed over time and whether there was improvement or progress in performance from year to year. Looking at score results within states, students with disabilities performed similarly on math and reading assessments, yet a couple states did have significant discrepancies between the number of students with disabilities who met the state's criteria in the two areas. For example, 31.6% of special education students in New York passed state criteria on the Pupil Evaluation Program (PEP) assessment in reading while 63.7% passed the PEP assessment in math. The low reading achievement is comparable to the NALS results that adults with any type of disability were more likely than those in the total population to perform in the lower literacy levels (Kirsch et al., 1993). Despite some consistencies in data across states, and with national data, states are only beginning to report these types of achievement data on students with disabilities, making it impossible to generalize these results to all 50 states.

Table 9 summarizes the information obtained from state reports in the area of Educational Processes, excluding those federal requirements for state reporting. In the area of Student-Oriented Domains, 38 states reported on students with disabilities. Though many of the states reported only enrollment information, 25% of the states did not report any process data on students with disabilities. Twelve states did include participation in large-scale assessment or family involvement information about students with disabilities. Oregon reported on family involvement, and this included the number of families and children served through a special parent education program for families considered to be at-risk for having children with disabilities. This information is pertinent to understanding the extent to which students with disabilities and their families are actively participating in public education.

It was difficult to determine and interpret participation rates in the 12 states that reported such data because it was still not clear exactly what proportion of students with disabilities were participating in tests. Some states only provided the number of students with disabilities tested, leaving out those students with disabilities who were excluded from testing. From the data available, it appears that between 50 and 80% of students with disabilities did participate in testing. This is similar to the estimated 66% of students included in both the 1988 NELS sample and the 1988 NAEP sample (Ingels, 1996). This is still far from the recommended 85% of students with disabilities who should be participating in statewide assessments (Ysseldyke, Thurlow, McGrew, & Shriner, 1994).

Table 8: Summary of Educational Results Data on Students with Disabilities

Educational Results

- Thirteen states disaggregated performance data for students with disabilities (CT, DE, GA, LA, ME, NH, NY, NC, ND, RI, SC, TX, VA).
- The most frequently reported content areas for assessment are: reading (12 states) and math (11 states).
- Ten states tested and reported on students with disabilities in three or more content areas (CT, GA, ME, NH, NY, NC, ND, RI, SC, TX).
- While 15 states reported graduation exam results for regular education, only 47% (7 states; GA, LA, NY, NC, SC, TX, VA) reported these results for students with disabilities.
- It is difficult to aggregate and analyze achievement data of states due to differences in: tests, standards, rubrics, the time of year given, content difficulty of tests, accommodations given, exclusions of students, the grade the test was given, or the year the data was collected.
- Thirty to fifty percent fewer students with disabilities are meeting state standards on large-scale assessments compared to students without disabilities.
- Standards vary from state to state. ME and NH provide good examples of the issues encountered in trying to compare test scores across states. While they both use the standard "percent basic or above," the actual percentage of students passing their state standards varied considerably (refer to Table 4).
- Only a handful of states present any other types of data in the domain of Academic and Functional Literacy. For example, New York included test scores on Occupational Education Proficiency examinations in areas such as communication systems, clothing and textiles, health occupations, etc. Texas provided data for students with disabilities' performance on its college entrance exam (TASP). Georgia reported the results of retests on its graduation exam.
- Three states (NV, OR, VT) completed special studies on students with disabilities' Academic and Functional Literacy. (These unique indicators that were reported are not gathered annually.) For example, Vermont reported the results of a pilot study on the outcomes of IEP interventions for Special Education students.
- Kansas reports data in the domain of Personal and Social Well-Being. Kansas cited the number of violent acts committed by students with disabilities.
- New York reports data in the domain of Satisfaction. New York reports on a Consumer Satisfaction Survey on vocational rehabilitation services provided to special education students.

Table 9: Summary of Educational Processes Data on Students with Disabilities

Educational Processes

- The majority of states (33) reported on the enrollment of students with disabilities, making it the most common indicator.
- The only Educational Process indicators that were not part of federal reporting requirements when these documents were produced were Participation in Large Scale Assessment and Family Involvement. Twelve states included these data in reporting on students with disabilities (AK, AZ, CT, ME, MA, NH, NJ, NY, NC, OR, SC, TX).
- Of those 12 states that reported participation data, approximately 50–80% of students with disabilities participated in testing.
- Ten states reported drop-out data on students with disabilities (CO, GA, KS, LA, ME, NJ, NY, SD, TX, VA).
- Eleven states reported graduation/exit data on students with disabilities (AK, CO, CT, GA, LA, MS, NJ, NY, SD, TX, VA).
- Eleven states reported on students with disabilities' time spent in least restrictive settings (CT, LA, NJ, NY, OR, RI, SD, TX, UT, VT, WA).
- Three states (NY, OK, TX) had unique indicators on students with disabilities. New York included failure to graduate, post-education outcomes, and the number of students returning to general education. Texas included completion of advanced courses and retention rates. Oklahoma provided data on post high school experiences and employment.
- A few states (6) reported on four or more indicators in the area of Participation (CT, LA, NJ, NY, SD, TX).
- A number of states (13) did not include any indicators in the area of Participation in their regularly published accountability documents (AR, DE, ID, IL, KY, MI, MN, MT, NE, NV, WV, WI, WY).
- One state included information on Family Involvement. Oregon included the number of families and children served through a special parent education program for families considered to be at-risk for having children with disabilities.

There were many difficulties in determining and interpreting participation rates. These difficulties remain the same as those identified by Erickson, Thurlow, and Ysseldyke (1996). Erickson et al. (1996) defined participation rates as "the number of students with disabilities who take the test, divided by the population of all students with disabilities at the particular age or grade level being tested" (pp. 3-4). Erickson et al. (1996) also provided the following recommendations to help states report on the participation of students with disabilities in large-scale assessments:

(1) *Identify students with disabilities in statewide assessment programs.* Since 13 states published disaggregated data on students with disabilities, we know that this is being done in at least these states.

(2) *Standardize procedures for calculating participation rates.* Assessments often are not conducted in alignment with December 1st Child Count data (Erickson et al., 1996), so it is difficult to determine the actual percentage of students with disabilities who took the test. For example, New Hampshire provided the total number and percentage of test-takers whose test booklets were coded that the person had a disability. In a separate section of the report, they also provided the number and percentage of students who were excluded from testing. With these two numbers, we can add to get the total number of students with disabilities at the time of testing (provided this number does actually reflect *all* students with disabilities) and calculate a participation rate. However, New Hampshire does not report participation rates on its own, and most states do not provide actual participation rates at all.

These data are additionally difficult to interpret due to lack of information on important factors, such as the number and percentage of students with disabilities who took the test with and without accommodations, who took parts but not all of the tests, or were tested below grade level. Exemption data may also fail to include those students with disabilities who were not "excluded" from the test, but were still not tested due to factors such as attendance, or parent preference. For example, in Connecticut, 5.6% of students with disabilities were fully exempted from testing, but an additional 14.4% of students with disabilities were reported as "status not recorded." It is clear from these data that additional information as well as standardization across states would make it easier to assess the participation rates of students with disabilities in large-scale testing.

Although states are beginning to report on the performance and progress of students with disabilities, it is still important to look at why more are not reporting these data. There are several possible explanations for the limited amount of information on students with disabilities:

- It is possible that students with disabilities are not included in state assessments and thus, are not included in state reports.
- It is possible that students with disabilities are included in state assessments, but are excluded from state reports.
- In some states, students with disabilities are included in district and school reports and excluded in state reports.
- In some states, inclusion means that all student data are reported together (no separation or disaggregation of data on students with disabilities).

- Students with disabilities could be included in state assessments, but report authors do not explicitly describe the population sample.
- Data on students with disabilities may be collected but are only reported in fugitive documents and not published for public use.
- These data were collected before the new IDEA requirements were put into place.

With the recently passed IDEA Amendments, states are now federally mandated to report on the participation and performance of students with disabilities. In order to successfully fulfill these requirements, it is imperative that states have clear guidelines about what is expected for reporting practices. Having models or frameworks as examples of best practices can help in expediting this process.

Our data reflect that states were just beginning to report on students with disabilities. In many states, students with disabilities were still "out of sight." However, we do not know the extent to which they also were "out of mind." We should see dramatic changes in reporting practices when we analyze 1998 state reports. Hopefully, these changes will reflect the belief that reporting practices must be more inclusive if we are to have any hope for monitoring the progress and performance of students with disabilities.

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Appendix A

State Accountability Reports Included in Analysis

State Accountability Reports Included in Analysis

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** Indicates state reports that were collected but did not contain information on students with disabilities (n=55).*

Appendix B

Report Data: Educational Results

Educational Results

(Academic and Functional Literacy, Personal & Social Well-Being, Satisfaction)

This Appendix is divided into two parts. (1) a list of all states, with an indication of the number of reports sent to NCEO for this analysis, and whether any of the reports included data on students with disabilities in the three targeted domains; (2) a reproduction of actual data on students with disabilities included in states' reports, in the three domains targeted here.

I. Analysis of All States: Reports that Include Data on Students with Disabilities

State	Number Reports[a]	Disability Data?[b]	Other Comments
Alabama	1	No	Data also on internet.
Alaska	1	No	
Arizona	2	No	Data also on internet
Arkansas	2	No	
California	0	No	Data only on internet.
Colorado	1	No	
Connecticut	2	Yes (1)	See actual data in next section. Data also on CD-ROM, but not disability data.
Delaware	2	Yes (1)	See actual data in next section.
District of Columbia	1	No	
Florida	3	No	
Georgia	6	Yes (1)	See actual data in next section.
Hawaii	2	No	
Idaho	2	No	
Illinois	3	No	
Indiana	0	No	Data only on internet.
Iowa	1	No	
Kansas	2	Yes (1)	See actual data in next section
Kentucky	2	No	
Louisiana	4	Yes (1)	See actual data in next section.
Maine	1	Yes (1)	Data also on internet; see actual data in next section.
Maryland	1	No	
Massachusetts	1	No	Data also on internet.
Michigan	0	No	Data only on internet.
Minnesota	0	No	Data only on internet.
Mississippi	1	No	Data only on internet.
Missouri	2	No	
Montana	2	No	
Nebraska	2	No	
Nevada	1	No	State results presented as a function of % special education population; see next section.
New Hampshire	6	Yes (3)	See actual data in next section.
New Jersey	3	No	
New Mexico	1	No	
New York	5	Yes (3)	Two reports included only disability data.
North Carolina	5	Yes (2)	
North Dakota	2	Yes (1)	

State	Number Reports[a]	Disability Data?[b]	Other Comments
Ohio	0	No	Data only on internet.
Oklahoma	3	No	
Oregon	2	Yes (1)	
Pennsylvania	2	No	Data only on internet.
Rhode Island	3	Yes (1)	See actual data in next section.
South Dakota	1	No	
Tennessee	0	No	Data only on internet.
Texas	0	Yes	Data only on internet; data include students with disabilities for three tests; see actual data in next section.
Utah	3	No	
Vermont	3	Yes (1)	See actual data in next section; data also on internet, but not disability data.
Virginia	2	Yes (1)	See actual data in next section.
Washington	2	No	See special note in next section.
West Virginia	2	No	
Wisconsin	0	No	Data only on internet.
Wyoming	3	No	

[a] This refers to printed documents sent to NCEO for this analysis.

[b] Addresses only the inclusion of **statewide** special education data in the targeted domains. Number in parentheses is the number of reports that include data on students with disabilities.

II. Reproduction of Actual Data on Students with Disabilities

Connecticut

Connecticut provided us with two accountability reports, one of which included state level special education data in this domain (Connecticut State Department of Education, 1997a). Connecticut also provided us with a CD-ROM that did not include state level special education data in this domain.

Connecticut reported test data for special education students on Connecticut's Statewide Assessments. (Refer to Domain 2 for Participation data). The tests given to students included the CMT (Connecticut Mastery Test) in Grades 4, 6, and 8 and the CAPT (Connecticut Academic Performance Test) given in grade 10.

Connecticut Mastery Test
Percentage of Students At or Above State Goal, 1995-96

	Mathematics		Reading		Writing	
1993-1994	**Spec Ed**	**All**	**Spec Ed**	**All**	**Spec Ed**	**All**
Grade 4	29.4	53.3	20.7	44.6	15.9	32.0
Grade 6	15.5	44.9	25.9	57.5	17.3	38.3
Grade 8	14.3	46.2	25.1	58.9	11.3	32.5
1994-1995	**Spec Ed**	**All**	**Spec Ed**	**All**	**Spec Ed**	**All**
Grade 4	31.9	56.8	19.9	45.0	19.6	39.7
Grade 6	16.3	45.9	26.6	58.7	19.6	40.4
Grade 8	14.2	45.7	24.0	59.2	19.2	40.8
1995-1996	**Spec Ed**	**All**	**Spec Ed**	**All**	**Spec Ed**	**All**
Grade 4	34.6	59.3	21.8	47.7	25.8	46.3
Grade 6	18.5	47.7	27.8	59.4	20.7	39.6
Grade 8	14.3	47.3	25.6	58.9	19.3	45.5

Connecticut State Department of Education (1997a), p. 6

Connecticut's Department of Education (1997a) commented on the CMT scores of students with disabilities:

> Those special education students taking the on-level CMT scored less than one-half the statewide overall achievement level of state average students. There is a generally positive upward trend for all students statewide since 1993. In 1995-96, the percentage of special education students scoring at or above the state goals increased in all the nine categories. The largest increase was in Writing at Grade 4. (p. 6)
>
> In general, approximately one-fourth of the special education students taking the CMT scored at or above the state goal, while roughly one-half of all Connecticut students achieved that benchmark. The percentage of special education students at or above state goals increased in all nine categories between 1994 and 1995. The most significant improvement occurred in grade four writing (6.2 percentage points). (pp. 2-3)

The following was stated about the CAPT scores for students with disabilities:

> On the CAPT, special education students showed the most success with the editing test, with 45.6% at or above the state standard (compared to 78% of all students). An average of approximately 14% of the special education students scored at or above goal on all CAPT tests (compared to approximately 37% of all students). (Connecticut State Department of Education, 1997a, pp. 2-3)

Delaware

Delaware provided us with two accountability reports, one of which included state level special education data in this domain (Delaware Department of Education, 1997).

The Delaware State Department of Education (1997) stated the following about the Delaware Writing Assessment for students with disabilities:

> Delaware reports test data for Special Education Students based on their performance on the Delaware Writing Assessment Program. The 1997 Writing Assessment Program included all students in grades 3, 5, 8, and 10, with the exception of some Limited English Proficient (LEP) and special education students. The results in this report are for 30,820 students who were tested in May 1997. (p. i)
>
> This program, based on the English Language Arts Content Standards, assesses Content Standard One, "Students will use written...English appropriate for various purposes and audiences." This content standard stresses the importance of the writing process and focuses on development, organization, word choice and style, sentence formation and conventions. 1997 is the second year of the current Writing Assessment Program (students tested in 1996 and 1997 under identical circumstances). (p. i)
>
> Delaware educators and the Department of Education developed the scoring criteria (rubrics) that are based on English Language Arts Content Standard One. The rubric uses a four point scale with four being the highest score. The holistic score gives an overall evaluation of the student's writing. (p. i)
>
> Delaware identified accommodations for LEP and special education students so that they could participate in the assessment. Delaware distributed guidelines to assist districts in determining appropriate accommodations for these students. (p. i)

1997 State Results for Special Education: Percent of Students in Each Score Range

		Score Ranges				
		4.0	3.5-3.0	2.5-2.0	1.5-1.0	Average
Grade 3	Spec Ed	0	12	41	47	1.8
	Reg Ed	1	33	51	15	2.4
Grade 5	Spec Ed	1	11	49	39	1.9
	Reg Ed	5	43	44	8	2.6
Grade 8	Spec Ed	1	13	57	29	2.0
	Reg Ed	7	51	38	4	2.7
Grade 10	Spec Ed	1	10	50	39	1.9
	Reg Ed	9	56	29	6	2.8

Delaware State Department of Education (1997), p. 25

The Delaware State Department of Education (1997) stated the following about the Delaware Writing Assessment scores for students with disabilities:

> Of the 4,030 students in special education in grades 3, 5, 8, and 10, 3,642 students took the writing test. Of the 635 who did not take the test, 388 were exempted through the IEP (Individualized Education Program) process and 247 were absent. Of the 3,395 special education students who took the test, 1,033 had some type of accommodation and 2,362 tested with no accommodations. . . . All accommodations are based on student IEPs. Students with accommodations are not included in the aggregate scores or matched cases analyses. (p. 25)

> The average score results for special education students stayed level at grade 3; improved at grade 5 and 8; and declined by a tenth of a point at grade 10. The five year trend at grade 10 has stayed relatively flat. The major change occurred in scores moving from the two lowest levels (1 and 1.5) to 2. (p. 25)

Delaware is unique among a few other states that can follow students' scores across time. The Delaware State Department of Education (1997) states the following about the Delaware Writing Assessment matched case analyses for students with disabilities:

> Students in Delaware have participated in writing assessments for five years. For some students, it is possible to compare their scores from two administrations of a writing test. This year, three such comparisons are possible:
> - Tenth grade students to their 1995 scores as eighth graders
> - Eighth grade students to their 1994 scores as fifth graders
> - Fifth grade students to their 1995 scores as third graders

> The rules for including a student in the matched cases analysis are:
> - Students had to have valid scores for both years (that is, a score of 1-4 that counted in the school-district-state results).
> - Students had to be in the same district for both of the matching years. For vocational technical districts, students had to have valid scores in both of the matching years. (p. 27)

Changes in State Average Scores for Special Education: 1997 Matched Case Data

Matched Grades	1997 Average	1995 Average	1994 Average	Number Matched	Percent Matched
Grades 3 & 5	1.9	1.6	—	586	65.3
Grades 5 & 8	2.0	—	1.5	419	66
Grades 8 & 10	2.0	1.8	—	233	70.6

Delaware State Department of Education (1997), pg. 30

The Delaware State Department of Education (1997) states the following about the Delaware Writing Assessment matched case analyses scores for students with disabilities:

> The matched case data shows an even more positive pattern. At grade 5, 586 (65.3%) were matched. The mean scores went from 1.6 in 1995 to 1.9 in 1997. At grade 8, there were 419 (66%) matched cases. The average scores went from 1.5 in 1994 to 2.0 in 1997. At grade 10 there were 233 (70.6%) matched cases. The average scores went from 1.8 in 1995 to 2.0 in 1997. These changes are consistent with the changes for regular education students in the matched case analyses. In other words, the same growth is seen, but there is no closing of the gap. (p. 32)

> Although the scores for special education students continue to be below acceptable levels, the progress that students have made indicates that they are receiving instruction aimed at the writing standards and that it is having a positive impact. (p. 32)

Georgia

Georgia provided us with six accountability reports, one of which included state level special education data in this domain (Georgia Department of Education, 1996a). The Georgia State Department of Education stated the following about the Georgia High School Graduation Tests:

Georgia law (O.C.G.A., Section 20-2-281) requires that curriculum-based assessments be administered in grade 11 for graduation purposes. Results of these tests are used to identify students who may need additional instruction in academic content considered essential for a high school diploma. Students who entered ninth grade since July 1, 1991, must pass at least the English Language Arts, Writing, and Mathematics tests as part of the requirements to obtain a high school diploma. Additional test requirements are being phased in gradually. These requirements apply to all students, including those seeking a college preparatory or a vocational diploma seal. Students who do not pass all the required tests may be eligible for a Certificate of Performance or a Special Education Diploma. Students who have left school with a Certificate of Performance or a Special Education Diploma may return to attempt the graduation test(s) again, as often as they wish. (pp. 1-2)

Table 2 in the report (reproduced below) provided state-wide scaled scores and pass rates for selected groups of students for each test. (p. 4)

Table 2
Georgia High School Graduation Tests: Content Area Test
SPRING 1996 RESULTS FOR SELECTED GROUPS

Student Classification	English Language Arts Score	% Pass	Mathematics Score	% Pass	Social Studies Score	% Pass	Science Score	% Pass
All Students	541	88	531	81	526	78	518	66-72
	N = 69055		N = 70262		N = 66063		N = 64342	
Grade 11 1st-Time Test Takers								
All Grade 11 Students	543	91	535	85	528	79	519	67-73
	N = 63742		N = 63811		N = 63210		N = 61830	
Regular Program Only	545	92	536	86	529	81	520	68-74
	N = 61176		N = 61231		N = 60686		N = 59700	
All Special Education	498	52	496	45	494	40	487	25-31
	N = 2194		N = 2207		N = 2158		N = 1844	
All Limited English Proficient	492	44	516	64	490	33	489	26-32
	N = 372		N = 373		N = 366		N = 286	
Retest Students*								
All Retest Students	491	41	486	25	N/A		N/A	
	N = 2274		N = 3361					
Second Attempt	501	53	491	34	N/A		N/A	
	N = 645		N = 850					
Third or Fourth Attempt	487	37	484	23	N/A		N/A	
	N = 1282		N = 1973					
Fifth or Greater	487	37	483	19	N/A		N/A	
	N = 347		N = 538					

Georgia Department of Education (1996a), p. 6

Kansas

Kansas provided us with two accountability reports, one of which included state level special education data in the Personal and Social Well-Being domain (KS State Board of Education, 1996). The focus of Kansas's data is on violent acts, against students and against teachers. In its report, Kansas provided a set of four graphs on violent acts, each of which included disaggregated data for students with disabilities in these domains (data are shown in total, and disaggregated by gender and lunch status as a proxy for socioeconomic status, as well as for students in special education. While the graphs are an excellent way to portray the data, we have transformed the data here into tabular form. The key statements that the text made in relation to students with disabilities in these graphs are as follows:

> Overall there are fewer violent acts against teachers than against students. Males are reported as committing more violent acts than females, and special education students commit the most violent acts against both students and teachers. (p. 29)

For this appendix, we have selected only the Total Population, Total Free & Reduced lunch status, and the Total Special Education data. These data were taken from graphs and reproduced in the table below.

	All Students		Free/Reduced Lunch		Special Education	
Violent Acts Against:	1995	1996	1995	1996	1995	1996
Students	2.7	2.4	3.6	3.1	6.0	5.4
Teachers	0.0	0.2	0.2	0.2	0.7	0.9

Note: Numbers shown are **per 100 students**.
Kansas State Board of Education (1996), pp. 28-29

Louisiana

Louisiana provided us with four accountability reports. One of these reports included state level special education data in the Academic and Functional Literacy domain (Louisiana Department of Education, 1997d). The Louisiana State Department of Education (1997d) stated the following about the Louisiana Educational Assessment Program (LEAP).

> In Louisiana, Criterion-Referenced Tests are used to assess students in public schools in grades 3, 5, and 7. Criterion-referenced tests (CRT's) measure student mastery of specified skills. CRT results are commonly reported in education indicator systems because they provide information on how well students are performing based on state-prescribed curricula. Secondary school students also take CRT's as part of the Louisiana Educational Assessment Program (LEAP). The LEAP tests which are administered at the secondary level are more widely known as the Graduate Exit Examination (GEE). (p. 12)

The following scores were reported for students with disabilities:

Number of Students Tested and Percent Attaining the State Scaled Score Performance Standard

Language Arts	**Regular Education**			**Special Education**		
Grade	# Tested	# Attained	Percent	# Tested	# Attained	Percent
3	52,663	48,689	92	3,773	2,576	68
5	53,107	47,810	90	4,277	2,415	56
7	51,975	46,262	89	3,790	1,930	51
Mathematics	**Regular Education**			**Special Education**		
Grade	# Tested	# Attained	Percent	# Tested	# Attained	Percent
3	52,485	48,412	92	3,793	2,558	67
5	55,062	48,549	91	4,277	2,585	60
7	51,728	42,597	82	3,783	1,554	41

Graduate Exam	**Regular Education**			**Special Education**		
Content Area:	# Tested	# Attained	Percent	# Tested	# Attained	Percent
Language Arts	43,294	37,099	86	1,715	793	46
Mathematics	43,256	33,740	78	1,713	843	49
Written Composition	42,022	39,584	94	1,644	1,187	72
Science	38,872	32,394	83	1,237	699	57
Social Studies	38,857	34,609	89	1,231	795	65

Louisiana Department of Education (1997d), p.9

Maine

Maine provided us with one accountability report. It included state level special education data in the domain of Academic and Functional Literacy (Maine Department of Education, 1996). The same data also were available on the World Wide Web. The Maine State Department of Education (1997) stated the following about the Maine Educational Assessment (MEA) and the performance of students with disabilities:

In Maine, the Maine Educational Assessment (MEA) is used to assess students in grades 4, 8, and 11. The MEA tests students in reading, writing, mathematics, science, social studies, and arts and humanities. Health Education is assessed in grades 4 and 8. (p. 1)

The MEA tests are composed of open-response questions that require students to demonstrate their knowledge and skills. Scores in reading, writing, and mathematics are reported by performance levels (novice, basic, advanced, and distinguished), which are defined in this report. Scaled scores (on a 100 to 400 scale) are used to report school and district level results in all content areas. The data shown below are taken from the Grade 8 results of the MEA. (p.1)

Subject Results	**Reporting Categories** (Identified Disability)	**State** % Students in Category	**State** % Basic or Above	**State** % Advanced or Above	**State** Scaled Score
Reading	Yes	7	44	2	N/A
	No	93	86	25	
Writing	Yes	7	65	17	N/A
	No	93	93	57	
Mathematics	Yes	7	37	1	N/A
	No	93	75	10	
Science	Yes	7	N/A	N/A	187
	No	93			284
Social Studies	Yes	7	N/A	N/A	123
	No	93			256
Arts and Humanities	Yes	7	N/A	N/A	184
	No	93			270
Health	Yes	7	N/A	N/A	164
	No	93			279

Maine Department of Education (1996), pp. 5-19

New Hampshire

New Hampshire provided us with six reports. Three of these included data on students with disabilities in this domain. The reports contained information on the statewide assessments for end-of-grades 3, 6, and 10. According to these reports, the statewide assessment, which is keyed to state standards, uses "both multiple-choice and open-ended items to assess students' knowledge and their ability to apply that knowledge" (New Hampshire Department of Education 1996a,b,c, p. 1).

The data reported below are compiled from these three reports. The reports also contained data on students who were excluded from testing and the reasons for exclusion (see Appendix B). The reports define four proficiency levels: novice, basic, proficient, and advanced (please see reports for full definitions, included on page 4 of each document). Data are actually reported on % basic or above, and % proficient or above.

New Hampshire Educational Improvement and Assessment Program

Grade Level and Subject		% Students in category	% Basic or above	% Proficient or above
3rd Grade English Language Arts	Educational Disability	10	36	5
	No Educational Disability	90	83	34
3rd Grade Mathematics	Educational Disability	12	55	12
	No Educational Disability	88	85	37
6th Grade English Language Arts	Educational Disability	11	14	2
	No Educational Disability	89	62	19
6th Grade Mathematics	Educational Disability	12	9	1
	No Educational Disability	88	44	14
6th Grade Science	Educational Disability	12	8	2
	No Educational Disability	88	33	10

Grade Level and Subject		% Students in category	% Basic or above	% Proficient or above
6th Grade Social Studies	Educational Disability	12	12	2
	No Educational Disability	88	50	13
10th Grade English	Educational Disability	9	23	1
	No Educational Disability	91	77	12
10th Grade Mathematics	Educational Disability	9	12	3
	No Educational Disability	91	57	26
10th Grade Science	Educational Disability	9	13	4
	No Educational Disability	91	50	24
10th Grade Social Studies	Educational Disability	9	7	1
	No Educational Disability	91	38	15

Data taken from New Hampshire Department of Education (1996a), pp. 5, 7, 9, 11; (1996b), pp. 5, 7, 9, 11; (1996c), pp. 5, 7

New York

New York provided us with five reports. Three of these contained Educational Results data on students with disabilities. Two were special education reports, and one was a regular education report that included data on students with and without disabilities.

Within these three documents, data are reported on the Regents Competency Tests (RCT) and the Pupil Evaluation Program Test (PEP). Both of these are state exams. For the PEP, "Schools are mandated to provide remediation for students who score below the State minimum level, referred to as the State reference point (SRP) (University of the State of New York 1997a, p. 83). Students must pass either the Regents Competency Test, the more rigorous Regents Examination, or an "approved alternative" (The University of the State of New York and the New York State Education Department, 1997a, p. 81) in order to receive a high school diploma. While no specific data on students with disabilities for the Regents Examination are given in any of the reports, the number and percent of students with disabilities receiving Regents-endorsed diplomas are reported (see Appendix B). The scores of students with disabilities are not included in the overall scores for the PEP or RCT tests, but they are included in the reporting of scores for the Regents examination (The University of the State of New York et al., 1997a, p. 181). Scores for students with disabilities on the Regents Preliminary Competency Tests (PCT) in Reading and Writing are given in one of the reports (The University of the State of New York, 1996a).

Data also are provided on the Occupational Education Proficiency Examinations and Advanced Occupational Education Proficiency Examinations, which are used for both special and regular education students to determine competence in vocational areas. Other indicators in the areas of academic and functional literacy are presented also.

Pupil Evaluation Program Testing (PEP)

The Statewide Profile of the Educational System provides the following data from 1991-1996, showing trends in the number of students tested as well the number reaching the State Reference Point (SRP). For more information on participation of students with disabilities in state testing, please see Appendix B.

Trends in the Number of Students with Disabilities Tested and the Percent Scoring above the SRP on the Pupil Evaluation Program Tests, New York State 1991 to 1996

Pupil Evaluation Program Test	1991		1992		1993	
	# Written	% Above SRP	# Written	% Above SRP	# Written	% Above SRP
Grade 3 Reading	18,754	30.3	19,798	28.0	20,281	32.1
Grade 3 Mathematics	18,691	56.1	19,626	57.8	20,191	62.1
Grade 5 Writing	19,461	53.4	20,509	59.6	21,775	53.7
Grade 6 Reading	21,401	31.8	22,133	30.7	23,248	30.2
Grade 6 Mathematics	20,847	47.2	21,719	52.0	22,430	54.9

Pupil Evaluation Program Test	1994		1995		1996	
	# Written	% Above SRP	# Written	% Above SRP	# Written	% Above SRP
Grade 3 Reading	21,613	33.0	22,556	30.4	23,876	32.8
Grade 3 Mathematics	21,386	67.2	22,716	71.2	24,118	70.0
Grade 5 Writing	22,943	55.4	23,690	56.8	24,986	58.6
Grade 6 Reading	24,238	31.0	25,080	32.3	25,575	31.6
Grade 6 Mathematics	23,260	52.2	24,624	57.2	25,473	63.7

Data taken from the University of the State of New York et al. (1997a), p. 193

Data for students without disabilities were included in a separate section of this report. In the report, these data are presented graphically, showing performance from 1988 through 1996. For comparison with the performance of students with disabilities, data for the total population of students in 1991 - 1996 are presented here. (The graphs did not include the numbers participating in the assessments.)

Pupil Evaluation Program Test Performance of Public School Population Across Years (from Figure 5.1)

Pupil Evaluation Program Test	Percent Scoring Above State Reference Points (SRP)					
	1991	1992	1993	1994	1995	1996
Grade 3 Reading	81	79	82	82	80	79
Grade 3 Mathematics	92	92	92	94	95	95
Grade 5 Writing	91	92	90	91	91	92
Grade 6 Reading	85	84	83	83	84	82
Grade 6 Mathematics	90	91	90	91	92	93

Data taken from The University of the State of New York et al. (1997a), p. 89

The same data for students with disabilities are reported in the VESID 1996 Pocketbook of Goals and Results for Individuals with Disabilities (The University of the State of New York, the New York State Education Department, and the Office of Vocational and Educational Services for Individuals with Disabilities, 1996b, p. 8), which gives participation and performance data for students with disabilities for the 1993-94 and 1994-95 school years. The Consolidated Special Education Performance Report also provides 1992-1995 PEP results (The University of the State of New York, 1996a, p. I.17).

Regents Preliminary Competency Tests (PCT)

Only one of the three reports, the Consolidated Special Education Report (The University of the State of New York 1996a) contained data on the Regents Preliminary Competency Test. The results from 1992 through 1996 on this test are provided here. Comparative data for students without disabilities were not included in this report.

Grade Level	Reading		Mathematics		Writing	
	# Tested	% Above SRP	# Tested	% Above SRP	# Tested	% Above SRP
1992-1993						
8	19,201	46.9	*	*	17,728	62.4
9	1,044	66.9	*	*	1,042	62.9
1993-1994						
8	20,113	45.5	*	*	18,319	62.5
9	1,145	61.3	*	*	1,177	59.2
1994-1995						
8	21,121	46.9	*	*	19,564	61.8
9	1,042	63.8	*	*	1,038	57.6

*No State test available for this subject/grade.

Data taken from The University of the State of New York (1996a), p. I.18

Regents Competency Tests (RCT)

The University of the State of New York et al. (1997a) states that:

> Many students with disabilities have demonstrated competency for high school diplomas by passing the RCTs. . . . In 1996, students with disabilities were most successful on the RCT in writing; 62.8 percent passed. In previous years, students with disabilities were equally successful on the RCT in reading: 63 to 70 percent of tested students passed. In 1996, only 48.0 percent of students with disabilities passed the RCT in reading. This drop in the passing rate can be attributed to a recent New York City policy requiring students to take the RCT in reading the first time in the ninth rather than the eleventh grade; this policy has substantially reduced the percentages of students with and without disabilities passing the RCT in reading. As with nondisabled students, students with disabilities were least successful on the mathematics RCT (49.6 percent passed), the science RCT (47.6 percent), and the global studies RCT (41.7 percent).

The following table presents the numbers and percentages of students with disabilities who passed the RCT from 1991 to 1996.

Trends in the Number of Students with Disabilities Tested and the Percent Passing Major administrations of the Regents Competency Tests, New York State 1991 to 1996

Regents Competency Test	1991		1992		1993	
	# Written	% Passing	# Written	% Passing	# Written	% Passing
Mathematics	17692	40.0	17803	46.0	17234	43.4
Science	15328	46.7	16219	56.9	15543	43.0
Reading	9302	63.5	9778	65.9	9799	69.9
Writing	7337	69.7	7935	71.6	7780	65.3
Global Studies	10121	46.1	10565	49.8	10943	39.5
U.S. History & Government	6880	62.9	7659	62.1	7915	61.7

Regents Competency Test	1994		1995		1996	
	# Written	% Passing	# Written	% Passing	# Written	% Passing
Mathematics	18,604	48.2	19,979	46.5	22,735	49.6
Science	17,257	50.5	18,464	47.7	19,891	47.6
Reading	9,080	70.7	9,600	70.9	15,460	48.0
Writing	7,869	67.3	7,797	72.3	10,681	62.8
Global Studies	11,902	43.8	12,060	44.3	15,072	41.7
U.S. History % Government	8,148	62.5	8,081	55.9	9,242	64.8

Data taken from the University of the State of New York et al. (1997a), p. 194

Data for students without disabilities are provided in a separate section of the report. For comparison, data on students without disabilities for 1991-1996 are provided here.

Regents Competency Tests (RCT) Performance of Total Public School Population, 1991-1996

Pupil Evaluation Program Test	Percent of Students Passing RCT					
	1991	1992	1993	1994	1995	1996
Reading	89	90	90	89	88	75
Writing	81	83	78	79	80	83
Mathematics	64	69	62	64	64	66
Science	69	75	60	67	63	64
U.S. History & Gov	76	73	74	73	65	78
Global Studies	64	65	49	53	53	53

Data taken from The University of the State of New York et al. (1997a), p. 115, Table 5, Table 5.4

The same data are presented for the 1992-1995 school years in the Consolidated Special Education Performance Report (The University of the State of New York, 1996a, p. I.19).

Other Academic and Functional Literacy Data

The VESID 1996 Pocketbook of Goals and Results for Individuals with Disabilities (The University of the State of New York 1996b) gives a number of unique indicators of performance for students with disabilities. In addition to increasing participation of students in testing programs and the percentage of students earning regents, local or high school equivalency diplomas, one of the stated performance standards for students with disabilities is to "Enhance participation and performance in Workforce Preparation Programs" (p. 5). The stated objective is "Students receiving special education services and participating in Workforce Preparation Programs will pass occupational education proficiency examinations at the same rate as their nondisabled peers" (p. 5). The following tables provide data for students with and without disabilities on the Occupational Education Proficiency Examinations and Advanced Occupational Education Proficiency Examinations for June 1995.

Occupational Education Proficiency Examinations, June 1995 (% of students passing)

Exam	Special Ed	General Ed
Introduction to Occupational Education	62.80	81.90
Advanced Occupational Proficiency Examinations		
Communication Systems	52.15	86.65
Production Systems	63.85	86.65
Transportation Systems	66.35	85.15
Clothing and Textiles	66.45	81.95
Food and Nutrition	54.95	82.75
Housing and Environment	80.85	96.35
Human Development	70.15	91.35
Health Occupations Education	61.45	76.75
Business Analysis/Computer Applications	74.85	85.75

Data taken from the University of the State of New York et al. (1996b), pp. 9-10

The Consolidated Special Education Performance Report also provided data on the Occupational Education Proficiency Examinations, including the number of students taking the test as well as the percent who passed during the 1994-1995 school year. Results are given as follows:

- 9,646 students with disabilities took the Introduction to Occupational Education Proficiency Examination, 62.4% passed.
- Students with disabilities took Advanced Occupational Education Proficiency Examinations and passed such tests as follows:
    - Communication Systems, administered to 289 students, 54.7% passed
    - Production Systems, administered to 850 students, 60.4% passed
    - Transportation Systems, administered to 643 students, 66.5% passed
    - Clothing and Textiles, administered to 367 students, 62.9% passed
    - Food and Nutrition, administered to 1,541 students, 61.6% passed
    - Housing and Environment, administered to 249 students, 79.1% passed
    - Human Development, administered to 698 students, 76.1% passed
    - Health Occupations Education, administered to 111 students, 70.3% passed
    - Business Analysis/Computer Applications, administered to 577 students, 71.7% passed
    - All advanced occupational education proficiency examinations, administered to 5,325 students, 65.7% passed

(The University of the State of New York et al, 1996a, p. I.20).

Another indicator provided in the 1996 Pocketbook is the percentage of individuals with disabilities sponsored by VESID who obtained jobs. The following chart indicates the percentage of students with disabilities who were employed in 1994-95 and 1995-96 according to the type of program they were enrolled in, as sponsored by VESID.

Percentages of VESID Sponsored Individuals with Disabilities Obtaining Jobs

Type of Program	1994-95	1995-96
Bachelor Degree	55.3	60.9
Associate Degree	53.2	53.5
Nondegree	63.3	63.3
Graduate Degree	72.5	55.6
Business School	63.2	63.1
Trade School	64.5	65.5
Average	58.6	61.1

Data taken from the University of the State of New York et al. (1996b), p. 21

In addition, the pocketbook also provides a graph showing the state goal of 20,000 participants employed, and the employment rates from 1989-1996 broken down by total, competitive, sheltered, supported, and homemaker/other types of employment. The data for 1991–1996, as reflected in the graph, are presented in tabular format here.

Job Placements for VESID Consumers

Type of Employment	Number of Students Placed in Jobs					
	1991	1992	1993	1994	1995	1996
Homemaker/Other	521	609	742	960	825	962
Supported	611	866	1069	1335	1717	2221
Sheltered	2264	2580	2412	2147	2169	1799
Competitive	5635	5823	6670	7775	9536	10318
Total	9031	9878	10893	12217	14247	15587

Data taken from The University of the State of New York et al. (1996b), p. 23

Satisfaction

New York includes the following data from it's Consumer Satisfaction survey on the services provided to special education students by vocational rehabilitation services.

Consumer Satisfaction with Vocational Rehabilitation (VESID) Services

Year	Percent of Consumers Satisfied
1993-94	86.9
1995-96	87.1

Data taken from The University of the State of New York et al. (1996b), p. 32

Other

The Consolidated Special Education Performance Report (The University of the State of New York 1996a) reports on students with disabilities passing the Second Language Proficiency Examinations. According to this report "1,262 students with disabilities took Second Language Proficiency Examinations, 65.2% passed," (p. I.20).

North Carolina

North Carolina provided us with five reports. Two of these included Educational Results data on students with disabilities. Both are regular education reports.

The Report of Student Performance in Writing (North Carolina State Board of Education 1997c) includes regular and special education data on the North Carolina Writing Assessment in grades 4, 7, and 10. Scores are given from 1 "Student response exhibits a lack or [sic] command of the mode of writing," (p. 2) to 4 "Student response exhibits a strong command of the mode of writing" (p. 2). According to this report:

> The expected standard for writing at grades 4 and 7 is the mid-point score of 2.5 or above on a four-point scale. This standard represents an achievable level and quality of writing that can be reached with effective instruction. (p. 2)

Assessments are also given an independent score of + or -. A + indicates "acceptable level of skills in sentence formation, usage and mechanics" (p. 4), and a – indicates the "paper does not exhibit an acceptable level," (p.4). Scores are reported as ++, +–, and –, probably indicating separate scores from the two independent raters who score the tests. More detailed rubrics on how the assessment is scored are provided on page 3-4 of the report. Samples of practice writing assessments and scores are given on pages 20-33.

The second report containing data in this domain is the 1995-96 State Testing Results: Multiple-Choice, End-of-Grade and End-of-Course Tests (North Carolina State Board of Education 1997a). This report includes testing on state exams on the end-of-grades 3-8 tests in reading and mathematics, multiple-choice tests and end-of-course tests in high school subjects for the 1995-1996 school year. For the end-of-grade tests, scores are reported from Level I ("Students performing at this level do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level" p. iv) to Level IV ("Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work" p. iv). End-of-course tests are reported as scale scores that measure subject-area achievement as standardized across tests, raw scores that show the number of questions answered correctly, and percentiles that allow for comparisons of achievement among different groups across the state. End-of-course tests also are compared to proficiency standards:

> In addition, end-of-course test scores are also compared to a standard of proficiency. This standard is used to describe the attainment of a high level of proficiency in the subject area (corresponds to students receiving As and Bs in the course) as judged by teachers at the time of the first test administration and linked to subsequent student performance standards. (p. iv)

Writing Assessment

The Report of Student Performance in Writing provides data on students with disabilities disaggregated by disability category. One table reports, for Grades 4 and 7, the number tested, the percent at or above the state standard of 2.5, the percent of students at score point levels from 1-4, and convention scores of ++, +- and --. Here we report the information in separate tables, with data for the two grades presented together in separate tables for (a) number tested, percent at or above 2.5 (the state standard), and convention scores (+, +–, –), and (b) the percentages in each holistic score point. (Data on students with limited English proficiency are also presented in the original table; these data are not presented here.)

Participation and Performance on North Carolina Testing Program

Student	Grade 4					Grade 7				
Category*	# Tested	% Std	++	+–	++	# Tested	% Std	++	+–	++
Not Excep	67,364	47.8	84.2	11.3	4.6	65,928	54.4	84.4	11.0	4.7
Acad Gifted	11,907	80.2	98.2	1.5	.3	12,314	84.2	98.1	1.7	0.1
Behav/Emot	746	11.5	54.4	19.6	26.0	920	11.1	52.8	21.6	25.5
Hearing	128	26.6	68.8	19.5	11.7	100	31.0	64.0	19.0	17.0
EMH	656	3.4	29.9	24.5	45.6	997	4.2	29.0	25.7	45.3
LD	6,494	18.5	50.5	25.3	24.3	6,072	22.3	48.1	25.4	26.4
Speech-Lang	1,266	30.2	69.8	19.1	11.1	259	25.5	58.3	22.0	19.7
Visually	47	27.7	61.7	21.3	17.0	56	32.1	69.6	17.9	12.5
Other Health	747	17.3	57.4	22.0	20.6	672	22.2	61.9	22.6	15.5
Orthopedic	53	32.1	69.8	13.2	17.0	59	28.8	79.7	11.9	8.5
TBI	17	*	*	*	*	12	*	*	*	*
Other Excep	141	18.4	48.9	29.1	22.0	106	21.7	55.7	19.8	24.5

Holistic Score Points (North Carolina Testing Program)

Stu Cat*	Grade 4 (Percentages)							Grade 7 (Percentages)						
	4.0	3.5	3.0	2.5	2.0	1.5	1.0	4.0	3.5	3.0	2.5	2.0	1.5	1.0
Not Ex	0.6	1.6	26.4	19.1	47.5	2.3	2.3	1.1	2.4	32.1	18.8	41.7	1.8	2.0
Gifted	4.1	8.1	49.7	18.3	19.2	0.4	0.3	7.8	9.1	51.4	16.0	15.4	0.3	0.1
Behav	0.1	0.5	4.8	6.0	52.4	6.4	25.9	0.0	0.3	5.0	5.8	46.4	8.5	32.3
Hearing	0.8	0.0	15.6	10.2	50.8	4.7	16.4	1.0	0.0	21.0	9.0	53.0	7.0	8.0
EMH	0.0	0.0	1.4	2.0	45.4	10.1	34.8	0.0	0.0	1.0	3.2	47.5	10.7	33.5
LD	0.2	0.6	8.5	9.3	57.6	7.5	15.2	0.2	0.4	11.1	10.6	55.6	5.9	15.4
Speech	0.1	0.7	15.6	13.8	57.3	4.4	7.4	0.4	1.2	11.2	12.7	54.8	4.6	15.1
Visual	0.0	0.0	14.9	12.8	46.8	4.3	17.0	0.0	0.0	19.6	12.5	48.2	3.6	10.7
OHI	0.5	0.4	9.5	6.8	56.9	6.3	17.5	0.3	0.6	11.6	9.7	53.9	6.0	17.1
Ortho	0.0	0.0	15.1	17.0	50.9	0.0	7.5	1.7	3.4	13.6	10.2	54.2	1.7	13.6
TBI	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Other	0.7	0.7	7.8	9.2	52.5	11.3	15.6	0.9	0.0	10.4	10.4	50.0	5.7	20.8

Data taken from North Carolina Board of Education (1997c), p. 18

An * indicates that the total number of students tested in that category was 30 or less, and thus not reported.

Report includes full names of categories. Abbreviated terms were used here for space considerations.

Multiple-Choice, End-of-Grade, and End-of-Course Tests

North Carolina presented the 1995-96 End-of-Grade Multiple-Choice Test results for students with disabilities, by disability category, in Grades 3, 4, 5, 6, 7, and 8. It is not clear from the data presentation what percentages of students with disabilities were tested in each grade (these data are not included in our reproduction of the table). Presented here are data on the percentage proficient, mean reading score, and mean mathematics score.

Stu Cat*	Grade 3			Grade 4			Grade 5		
	% Proficient	Mean Reading	Mean Math	% Proficient	Mean Reading	Mean Math	% Proficient	Mean Reading	Mean Math
Not Ex	58.9	144.1	142.0	62.4	148.2	147.7	57.9	151.4	154.0
Gifted	97.8	155.4	155.2	98.9	159.5	161.3	98.3	162.5	168.0
Behav	18.2	134.5	130.6	20.3	139.3	137.3	17.1	143.2	144.4
Hearing	23.9	136.4	133.6	31.6	142.5	143.2	37.0	146.6	149.9
EMH	1.0	129.0	122.0	0.8	133.5	129.6	1.2	137.6	138.4
LD	16.4	133.8	133.4	21.3	139.3	140.0	18.1	143.1	146.9
Speech	41.3	139.9	138.1	39.2	143.8	143.2	35.5	146.9	149.7
Visual	23.3	136.0	136.4	24.5	142.2	142.2	48.9	149.0	153.0
OHI	20.2	135.7	131.4	23.7	140.9	138.7	21.8	144.7	146.2
Ortho	34.7	140.1	132.9	34.7	141.7	139.3	31.3	148.3	147.9
TBI	*	*	*	*	*	*	*	*	*
Other	33.1	138.3	134.5	26.4	142.2	139.9	30.8	146.6	148.5

Stu Cat*	Grade 6			Grade 7			Grade 8		
	% Proficient	Mean Reading	Mean Math	% Proficient	Mean Reading	Mean Math	% Proficient	Mean Reading	Mean Math
Not Ex	60.4	154.6	160.1	55.9	157.1	164.9	58.3	159.2	169.0
Gifted	98.8	166.1	175.1	98.7	167.7	180.2	98.7	169.6	184.9
Behav	13.8	144.7	149.6	13.1	148.3	155.4	11.0	149.1	157.2
Hearing	34.3	148.7	156.3	29.7	151.7	158.4	28.3	153.3	163.6
EMH	1.0	139.8	145.3	0.7	143.5	151.2	0.4	144.8	153.9
LD	20.7	145.8	152.9	18.0	148.9	157.9	20.4	151.0	161.3
Speech	28.8	148.9	154.1	23.6	150.0	158.2	24.6	152.9	161.8
Visual	38.3	151.3	156.0	37.0	153.6	160.3	34.0	154.9	164.5

Stu Cat*	Grade 6			Grade 7			Grade 8		
	% Proficient	Mean Reading	Mean Math	% Proficient	Mean Reading	Mean Math	% Proficient	Mean Reading	Mean Math
OHI	27.1	148.1	152.9	22.0	151.1	158.0	24.5	152.8	161.3
Ortho	36.4	151.6	153.7	26.1	152.5	159.7	29.5	155.4	159.9
TBI	*	*	*	*	*	*	*	*	*
Other	29.7	147.8	153.6	26.5	151.3	159.2	29.8	153.4	163.1

Data taken from North Carolina State Board of Education (1997a), pp. 21-22, Table 8: 1995-96 End-of-Grade Multiple Choice Test Results Average Performance of Students with Special Needs

Data from the End-of-Course test results are also presented by content area: Algebra I, Biology, Economic, Legal and Political Systems (ELP), English I, and U.S. History. These results also are broken down by category. (See 1995-96 End-of-Course Tests Results Performance of Students with Special Needs, Algebra 1, ELP, U.S. History; North Carolina State Board of Education (1997a), p. 104.

North Dakota

North Dakota provided us with two reports. One contained data on students with disabilities in this domain. The report consisted of test scores for the California Test of Basic Skills IV. The results given below are for students with and without disabilities in grades, 3, 6, 8, and 11. A glossary of the abbreviations used in the table was not included in the report.

NORTH DAKOTA 1997 RESEARCH RESULTS (STATE-WIDE TESTING)
(NP OF THE MEAN NCE)

Data	Grade 3				Grade 6				Grade 8				Grade 11			
	IEP	504	IEP & 504	M ND	IEP	504	IEP & 504	M ND	IEP	504	IEP & 504	M ND	IEP	504	IEP & 504	M ND
Total	31	46	30	65	22	37	29	63	21	40	5	68	16	42	13	65
Number	708	45	19	8944	643	57	7	9622	531	63	6	9815	261	49	5	8429
Percent	7.9	0.5	0.2	100	6.7	0.6	0.07	100	5.4	0.6	0.06	100	3.1	0.6	0.06	100
Rd Voc	30	48	30	62	23	40	29	57	24	46	7	64	16	41	13	57
Rd Co	38	50	49	66	26	38	34	61	26	40	3	66	17	38	35	61
Rd Tot	34	50	40	65	24	38	32	60	25	43	4	66	17	39	22	60
L Mech	28	41	26	57	26	37	26	65	24	42	6	65	17	41	25	62
L Exp	30	46	31	62	22	34	18	59	21	35	9	63	19	38	15	64
L Tot	28	43	28	60	24	35	21	64	23	40	8	66	19	41	21	65
M Cmp	37	44	24	63	25	39	39	59	20	36	11	61	20	43	21	64
M C/A	33	46	31	65	29	45	50	68	22	40	8	68	24	47	9	69
M Tot	34	44	25	65	26	42	45	65	21	38	9	65	22	47	14	67
Spellng	23	35	27	53	22	40	18	61	18	36	10	53	15	35	14	57
WA/Std	26	36	26	59	35	47	37	67	23	40	2	61	24	45	24	65
Science	42	56	47	71	35	55	48	70	29	50	5	68	28	51	22	69
Soc St	37	49	36	67	43	61	57	74	34	50	14	70	32	50	23	68

Data taken from North Dakota Department of Public Instruction (1997), unnumbered pages. Data areas are Total = Total Battery, Number = number tested, Percent = Percent of total population of students tested, Rd Voc = Reading Vocabulary, Rd Co = Reading Comprehension, Rd Tot = Reading Total, L Mech = Language Mechanics, L Exp = Language Expression, L Tot = Language Total, M Cmp = Math Computation, M C/A = Math Application, M Tot = Math Total, Spellng = Spelling, WA/Std = Word Analysis (Gr 3) and Standard Skills (Gr 6, 8, 11), Science = Science, Soc St = Social Studies.

Oregon

Oregon provided us with two accountability reports, one of which included results data on students with disabilities (OR Department of Education, 1997b). The following special studies were reported in this separate special education report, the Oregon 1996 Status Report: Special Education, Student Services, and Compensatory Education.

> The Oregon Transition Systems Change Project (OTSC) is a five-year federal grant from the U.S. Department of Education, Office of Special Education and Rehabilitation Services (OSERS), designed to work with educational and adult service systems to improve transition outcomes for students with disabilities in Oregon (p. 31, OR Department of Education, 1997b).

Recently, OTSC conducted a special study that reviewed Individual Education Plans (IEP) from 239 students over age 16 (or younger, if they had transition services listed on their IEP) for the status of delivery of transition services (1997b). For more details, the reader can refer to pp. 31- 32 of the Oregon 1996 Status Report: Special Education, Student Services, and Compensatory Education (Oregon Department of Education, 1997b).

The Oregon Department of Education has long term care and treatment programs in place that identify over 80% of their students as receiving special education services (OR Department of Education, 1997b, p. 41). The Portland School District is an example of a district that "provides education services to nine private agency treatment programs" (OR Department of Education, 1997b, p. 44). This district collected "pre-test/post-test measures of grade level equivalencies in reading and math for each child served, as well as collected measures of the percentage of students at their expected grade level in reading and math at entry and exit from the program" as part of a special pilot study (OR Department of Education, 1997b, p. 42, 44). The achievement tests used as measures were not described. For achievement data, the reader can refer to p. 42 of the Oregon 1996 Status Report: Special Education, Student Services, and Compensatory Education published by the Oregon Department of Education in 1997.

The Oregon Department of Education also completed a four-year Follow-Along Study of their graduates from the Oregon School for the Deaf (OR Department of Education, 1997b, p. 24-26). For post high school experience and employment information, the reader can refer to p. 26 of the Oregon 1996 Status Report: Special Education, Student Services, and Compensatory Education published by the Oregon Department of Education in 1997.

Rhode Island

Rhode Island provided us with three accountability reports, one of which included data on students with disabilities in this domain (RI Department of Elementary & Secondary Education, 1997a). Rhode Island uses the seventh edition of the Metropolitan Achievement Test (MAT) in mathematics and reading, as well as a state created exam – the Rhode Island Writing Assessment. The data reported here were collected in March, 1997 (RI Department of Elementary & Secondary Education, 1997a, p. 1).

> Results are based on stanine scores from the Metropolitan Achievement Test (MAT) given to grades 4, 8, and 10 for 1995-96. Statistics representing fewer than 5 students are not reported. For mathematics and reading scores, Special Education students are those who are receiving special education services "less than 50% of the day." For the writing assessment, all special education students assessed are included (p. 7, RI Department of Elementary & Secondary Education, 1997a).

Low, medium and high scores are defined using the following stanine scores (RI Department of Elementary & Secondary Education, 1997a, p. 7):

Stanine 1 - 4 = Low score Stanine 5 - 6 = Middle scores Stanine 7 - 9 = High score

> The writing achievement score is based on an essay written by students in grades 4, 8, and 10. Student essays are rated by teachers and given a score on a scale of 1 to 6. Students receive a single writing score ranging from 2 to 12 that represents the combined rating by two readers (p. 7, RI Department of Elementary & Secondary Education, 1997a).

Low, medium and high scores on the 12 point writing scale are defined as follows:

Score of 2 to 6 = Low Score of 7 to 9 = Middle Score of 10 to 12 = High
(RI Department of Elementary & Secondary Education, 1997a, p. 7)

State 4th Grade Achievement Results

	Grade 4				Grade 8				Grade 10			
Grp/ Test	#	% Low	% Mid	% High	#	% Low	% Mid	% High	#	% Low	% Mid	% High
Spec Ed												
MAT Mth	918	66.3	25.7	8	664	72.7	23.8	3.5	415	78.3	16.4	5.3
MAT Rdg	926	69.7	22.6	7.7	671	71.2	22.1	6.7	436	75.6	18.4	6
RI Writing	1259	69.8	28.9	1.3	994	71.5	22.2	.3	638	66.6	31	2.4
All												
MAT Mth	10,935	37.2	33.1	29.7	9,825	38.2	34.3	27.5	8,119	39.9	31.3	28.8
MAT Rdg	10,975	36	33.1	30.9	9,851	38.5	33.3	28.2	8,235	37.9	36	26.1
RI Writing	11,385	41.5	50.1	8.4	10,245	36.5	55.3	8.2	8,534	29.4	57.5	13.1

Data taken from Rhode Island Department of Elementary & Secondary Education (1997a) pp. 11-13

South Carolina

South Carolina provided us with four accountability reports, three of which included data on students with disabilities in this domain (SC Department of Education, 1996a; SC Department of Education, 1996c; SC Department of Education, 1996d). The fourth document did provide descriptions of the assessments used (SC Department of Education, 1996b).

South Carolina administers its South Carolina Basic Skills Assessment Program (BSAP) "to assess student performance on statewide objectives in reading, mathematics, writing, and science for grades 3, 6, 8 and 10 (Exit Examination)" (SC Department of Education, 1996d, p.39 of Appendix C). No explanation of the standards was included.

> The Metropolitan Achievement Test, Seventh Edition (MAT/7), is administered to grades 4, 5, 7, 9, and 11. The 3 R's Battery used is a composite score of Reading, Mathematics, and Language (SC Department of Education, 1996d, p. 1 of Appendix C).

"The percentages of South Carolina students scoring in each of the four national quartiles in Reading, Mathematics, Language, and the 3R's Battery of the MAT/7 for the various grades in 1995-96 are presented below" as well as the number of students tested (SC Department of Education, 1997d, p. 3 of Appendix C). MAT/7 results are reported by

> percentage of students who scored in each national quartile: Quartile 1 refers to the 1 - 25 percentile; Quartile 2 refers to the 26 - 50 percentile; Quartile 3 refers to 51 - 75 percentile; and Quartile 4 refers to 76 - 99 percentile (SC Department of Education, 1996b, p. xii).

Disabled was defined as including students classified as disabled as well as those who are homebound (SC Department of Education, 1996b, p. vii).

Percentages by National Quarters (1996 Results)

		MAT/7 Reading					MAT/7 Math				
Grade	Group	#	1	2	3	4	#	1	2	3	4
4	Disabled	3,857	59	23	9	9	4,114	48	23	13	15
	Non-Disabled	42,684	31	27	20	22	42,683	23	23	20	35
5	Disabled	3,349	61	24	10	6	3,536	48	26	1	11
	Non-Disabled	43,671	29	28	21	22	43,678	20	22	23	35
7	Disabled	2,929	67	20	9	4	2,970	68	19	9	4
	Non-Disabled	44,602	27	26	22	25	44,567	29	25	22	25
9	Disabled	2,745	73	16	7	4	2,735	72	19	7	2
	Non-Disabled	47,083	29	26	22	23	47,082	28	27	24	20
11	Disabled	809	73	17	7	3	768	67	23	6	4
	Non-Disabled	30,775	23	29	24	24	30,359	23	26	22	29

		MAT/7 Language					3 R's Battery				
Grade	Group	#	1	2	3	4	#	1	2	3	4
4	Disabled	3,845	47	30	14	9	3772	54	25	12	9
	Non-Disabled	42,639	21	26	24	29	42,549	26	25	24	25
5	Disabled	3,307	51	29	14	6	3,231	55	26	12	7
	Non-Disabled	43,627	18	26	28	28	43,542	22	26	24	28
7	Disabled	2,886	65	22	9	4	2,805	70	19	8	3
	Non-Disabled	44,421	21	24	23	31	44,139	26	25	22	26
9	Disabled	2,718	72	19	7	2	2,650	76	17	5	2
	Non-Disabled	46,959	23	26	26	25	46,258	27	27	23	23
11	Disabled	760	71	19	8	2	714	74	18	6	3
	Non-Disabled	30,287	21	27	30	21	29,504	22	28	25	26

Data taken from South Carolina Department of Education (1996d), pp. 8 - 32, Appendix C

Basic Skills Assessment Program (BSAP) 1996

		Reading Tests		Mathematics		Writing		Science	
Grade	Group	% Mtg Stds	# Tested	% Mtg Stds	# Tested	% Mtg Stds	# Tested	% Mtg Stds	# Tested
3	Disabled	64.4	4,993	66.8	5,268	38.7	3,621	48.0	4,954
	Non-Dis	86.7	40,924	84.6	40,990	78.0	43,706	66.9	41,017
8	Disabled	30.2	3,502	26.7	3,538	42.6	3,415	22.6	3,571
	Non-Dis	74.5	44,416	68.2	44,437	84.4	44,197	55.2	43,764
10	Disabled	43.5	1,871	38.2	1,876	45.4	1,844	12.2	3,386
	Non-Dis	85.2	38,114	79.2	38,136	83.9	37,919	47.6	44,253

Data taken from South Carolina Department of Education (1996d), pp. 8-32, Appendix C

Texas

Texas had educational data available on the World Wide Web. These data did include Educational Results data on students with disabilities (TX Education Agency, 1996). Texas disaggregated results of special education students for three tests: Texas Assessment of Academic Skills (TAAS); TASP (Texas Academic Skills Program); and an End-of-Course examination.

The TAAS is a criterion-referenced test that measures student achievement in reading and mathematics at grades 3 through 8 and 10, and science and social studies in grade 8 (TX Education Agency, 1996, p. 12 of "Glossary").

The TASP is a basic skills test measuring reading, writing and mathematics skills. It is required of all persons entering Texas public institutions of higher education for the first time (TX Education Agency, 1996, p. 13 of "Glossary").

The End-of-Course examination refers to the Biology I End-of-Course Exam that students completing a Biology I course must now take. Eventually End-of-Course Examination results will also be reported for Algebra I, English II, and United States History (TX Education Agency, 1996, p. 7 of "Glossary").

The TAAS/TASP equivalency indicator shows the percent of graduates from the class of 1993 and 1994 who did well enough on the exit-level TAAS to be expected to pass the Texas Academic Skills Program (TASP) test. To be counted for this indicator students must have received a TAAS score equivalent to the TASP passing standard; that is, they must have correctly answered at least 77% of the items on the reading test, and at least 70% of the items on the mathematics test and for the writing test, a combined rating of 5 or higher on the written composition or a combined rating of 4 with a scale score of 1560 or higher. Equivalency rates are shown for the class of 1994 (students first took the TAAS test in the fall of 1992) and the class of 1993 (students first took the TAAS test in the fall of 1991) (TX Education Agency, 1996, p. 13).

1994-95 TAAS Results – Participation and Percentage Passing

	All Grades		3rd Grade		4th Grade		5th Grade	
TAAS	Sp Ed	All	Sp Ed	All	Sp Ed	All	Sp Ed	All
All Sections	27.8	60.7	44.0	67.4	34.9	64.1	32.7	66.8
Reading	47.0	78.7	57.5	79.5	54.7	80.1	48.5	79.3
Math	34.1	65.9	52.4	73.3	43.6	71.1	39.6	72.6
Writing	45.0	82.0	NA	NA	58.1	85.0	NA	NA

	6th Grade		7th Grade		8th Grade*		10th Grade	
TAAS	Sp Ed	All	Sp Ed	All	Sp Ed	All	Sp Ed	All
All Sections	25.0	61.3	20.7	59.4	11.7	46.8	16.2	55.1
Reading	45.9	78.9	42.7	78.7	36.8	75.5	38.8	76.4
Math	28.1	64.6	23.2	62.3	19.8	57.3	21.8	60.2
Writing	NA	NA	NA	NA	31.3	75.3	45.4	86.3

* TAAS included two extra content areas at the Grade 10 level – science and social studies.
TAAS 9th grade results were not reported on the Web pages. Exemption rates are reported for those students exempted from the TAAS. Please refer to Appendix C.

TAAS/TASP Equivalency Tests

% of Special Education Students Passing*	11.9
State % Passing	53.9

Data taken from Texas Education Agency (1996), Web Pages 1-2

Virginia

Virginia provided us with two accountability documents, one of which provided Educational Results data on students with disabilities (VA Department of Education, 1997b). The other document provided interpretative information regarding Virginia's assessment results (VA Department of Education, 1997a).

Virginia reported on the Virginia State Assessment Programs' standardized tests that were given at grades 4, 8, and 11 (VA Department of Education, 1997b). It is unclear which standardized tests were used or whether they were created by the state. Virginia also reports on the passing of three Literacy Passport tests given in grade 6 (1997b).

The following table reported statewide improvement in increasing special education students' living skills and opportunities. Within the table, the Literacy Passport 6th Grade Pass Rate referred to the percent of 6th grade special education students who passed all three Literacy Passport tests (p. 17, VA Department of Education, 1997a). The Statewide Percentage Point Improvement (number of increased or decreased percentage points in performance) from 1990-91 to 1995-96 for the Literacy Passport 6th Grade Pass Rate of Special Education students was 0, while the Statewide Percentage Point Improvement from 1994-95 to 1995-96 was 3 (VA Department of Education, 1997b, p. 5).

Table IV. Statewide Improvement on Objective IV
Increasing Special Education Students' Living Skills and Opportunities

Indicator	% Improvement 1990-91 to 1995-96	% Improvement 1994-95 to 1995-96
Attendance, Special Education	9	1
Dropouts, Special Education	1	0
Regular or Advanced Studies Diploma, Sp Ed	– 5	– 3
Literacy Passport 6th Grade Pass Rate, Sp Ed	0	3
Work Experience	3	0
Co-Curricular Participation	1	– 2
Number of Indicators Showing Improvement	4	2

Data taken from Virginia Department of Education (1997b), p. 5

Appendix C

Report Data: Educational Processes

Educational Processes

(Student-Oriented Domains: Participation / Family Involvement)

This Appendix is divided into two parts. (1) a list of all states, with an indication of the number of reports sent to NCEO for this analysis, and whether any of the reports included data on students with disabilities in the two targeted domains (only data beyond the federally required enrollment data are counted here); and (2) a reproduction of actual data on students with disabilities included in states' reports, in the two domains targeted here.

I. Analysis of All States: Reports that Include Data on Students with Disabilities

State	Number Reports[a]	Disability Data?[b]	Other Comments
Alabama	1	No	Data also on internet; report included enrollment data.
Alaska	1	Yes (1)	See actual data in next section.
Arizona	2	Yes (1)	Data also on internet; see actual data in next section.
Arkansas	2	No	
California	0	No	Data only on internet.
Colorado	1	No	
Connecticut	2	Yes (1)	See actual data in next section. Data also on CD-ROM, but not disability data.
Delaware	2	No	
District of Columbia	1	No	
Florida	3	No	
Georgia	6	No	
Hawaii	2	No	
Idaho	2	No	
Illinois	3	No	
Indiana	0	No	Data only on internet.
Iowa	1	No	
Kansas	2	No	
Kentucky	2	No	
Louisiana	4	No	
Maine	1	Yes (1)	Data also on internet; see actual data in next section.
Maryland	1	No	
Massachusetts	1	Yes	Data also on internet; see actual data in next section.
Michigan	0	No	Data only on internet.
Minnesota	0	No	Data only on internet.
Mississippi	1	No	Data only on internet.
Missouri	2	No	
Montana	2	No	
Nebraska	2	No	
Nevada	1	No	
New Hampshire	6	Yes (3)	See actual data in next section.
New Jersey	3	No	
New Mexico	1	Yes (1)	
New York	5	Yes (3)	Two reports included only disability data.
North Carolina	5	No	
North Dakota	2	No	

State	Number Reports[a]	Disability Data?[b]	Other Comments
Ohio	0	No	Data only on internet.
Oklahoma	3	No	
Oregon	2	Yes (1)	See actual data in next section.
Pennsylvania	2	No	Data also on internet.
Rhode Island	3	No	
South Carolina	4	Yes (3)	See actual data in next section.
South Dakota	1	No	
Tennessee	0	No	Data only on internet.
Texas	0	Yes	Data only on internet; data include students with disabilities for three tests; see actual data in next section.
Utah	3	No	Data also on internet.
Vermont	3	No	Data also on internet, but not disability data.
Virginia	2	No	
Washington	2	No	See special note in next section.
West Virginia	2	No	
Wisconsin	0	No	Data only on internet.
Wyoming	3	No	

[a] This refers to printed documents sent to NCEO for this analysis.

[b] Addresses only the inclusion of **statewide** special education data in the targeted domains. Number in parentheses is the number of reports that include data on students with disabilities.

II. Reproduction of Actual Data on Students with Disabilities

Alaska

Alaska provided us with one accountability report that included state level disaggregated special education data in this domain. In addition to the data presented below, this report contained exit data not included here (Alaska Department of Education, 1997).

The Alaska State Department of Education (1997) stated the following about the participation of students with disabilities in large scale assessments:

> For six years, beginning in 1989, the academic performance of Alaska students in grades 4, 6, and 8 was assessed in reading, language arts and mathematics using the Iowa Test of Basic Skills (ITBS). In 1995, the Department administered a new standardized test – the Survey Battery of the California Achievement Test, Fifth Edition (CAT/5). Although the assessment areas remained the same, the grade levels tested were changed from grades 4, 6, and 8 to grades 4, 8, and 11. (pp. 7-8)
>
> Because 1995-96 was the first year that the CAT/5 was used to assess the performance of Alaska students, the participation data presented below should be viewed as baseline information. (pp. 7-8)

Number of Students Assessed, and Percent Absent and Excluded from the 1995-96 CAT/5 Assessment in Comparison to Previous Years

Year	# Assessed	% Assessed	% Absent	% Excluded SpecEd and LEP
1995-96	23,987	89.6	5.7	4.7
1994-95	26,732	90.6	6.7	2.3
1993-94	26,789	92.1	4.7	3.2
1992-93	25,930	93.0	3.2	3.8
1991-92	25,434	92.1	2.4	5.4
1990-91	24,684	94.8	2.6	2.6
1989-1990	23,372	94.5	NA	NA

Alaska State Department of Education (1997), p. 8

This table also reflects a slight decrease in the percentage of students assessed compared to enrollment at the time of testing. The number of SpEd and LEP students excluded from the 1995-96 CAT/5 assessment (1,061 SpEd students, and 205 LEP students), is a two-fold increase in the percentage excluded the previous year. (pp. 8-9)

Arizona

Arizona provided us with two accountability reports, one of which included state level special education data in this domain. In addition to the data below, this report contained enrollment data not included here (Arizona Department of Education, 1997a). Arizona also had educational data available on the World Wide Web that did not include any state level special education data in this domain.

The Arizona State Department of Education (1997a) stated the following about the participation of students with disabilities in large scale assessments:

> For the 1995-1996 school year, the Arizona State Board of Education mandated testing at grades 4, 7, and 10. Under contract with Riverside Publishing Company, the *Iowa Tests of Basic Skills (ITBS)* were administered at grades 4 and 7 and the *Tests of Achievement and Proficiency (TAP)* at grade 10. Test scores are reported by subject, subtest, and skill at the pupil and classroom levels. Aggregated scores are provided for the school, district, county, and state levels. (pg. 1)
>
> A total of 156,339 Arizona pupils in grades 4, 7, and 10 were tested during the fall of 1995 under the mandated statewide achievement testing program. A total of 6,235 pupils who were LEP were exempted from testing as were 7,424 disabled pupils. The test results in this report are based on the performance of the tested pupils for grades 4, 7, and 10 who were enrolled in 1,148 schools in 254 districts statewide. (p. 1)

Number of Exempted Disabled Pupils in 1995 from Statewide Testing

Category	Grade 4	Grade 7	Grade 10	Total
Disabled	3,163	2,529	1,732	7,424
Mild Mental Retardation	284	268	260	812
Moderate Mental Retardation	92	94	129	315
Sever Mental Retardation	10	14	5	20
Emotional Disability	174	220	158	552
Specific Learning Disability	2,184	1,714	1,004	4,902
Multiple Disabilities	63	54	67	184
Autism	17	9	8	34
Visually Impaired	9	14	3	26
Hearing Impaired	28	24	21	73
Orthopedically Impaired	15	19	11	45
Speech or Language Impaired	263	78	45	386
Traumatic Brain Injury	7	3	9	19
Other Health Impaired	17	18	12	47

Arizona Department of Education (1997), p. 12

Connecticut

Connecticut provided us with two accountability reports, one of which included state level special education data in this domain. This report also contained enrollment data, exit data, and data on the presence and participation of special education students in various settings, which are not included here. Connecticut also provided us with a CD-ROM that did not include state level special education data in this domain (Connecticut Department of Education, 1997a, p. 1.).

The Connecticut State Department of Education (1997a) stated the following regarding the participation of students with disabilities in large scale assessments:

> In 1995-96, 80.1 percent (14,125 students) of the special education students in Grades 4, 6, and 8 took the CMT on grade level. This includes students who were partially tested. An additional 443 students took a lower grade-level form of the test. Increased attention to testing students with disabilities and improved

matching of testing and student data have resulted in improved participation rates. The participation rate (i.e., 80.1%) is a 20.3 percentage point increase over the previous year. (pg. 12).

Table 5
Special Ed Students exempted from 1995 Connecticut Mastery Test

Grades 4,6, and 8	Number	Percent
Students taking test, all/part	14,125	80.1
Students fully exempted	983	5.6
Student, status not recorded	2,534	14.4
TOTAL	17,642	100.0

Connecticut State Department of Education (1997a) p. 12

The Connecticut State Department of Education (1997a) stated the following about participation of students with disabilities on the CAPT:

> In 1995-96, 52.1% of the special education students in 10th grade took the CAPT. This was a 12.9% increase in participation rate compared to 1994-95 when only 39.2% of special education students took the test. (p. 2-3)

Maine

Maine provided us with one accountability report. It did include state level special education data in this domain other than enrollment and dropout data not included here (Maine Department of Education, 1996). The Maine State Department of Education also had educational data available on the World Wide Web (Maine Department of Education, 1997).

Under the heading "Summary of Scores and Students Tested," the Maine State Department of Education (1996) stated the following about the participation of students with disabilities in large scale assessments:

> Below are several statistics concerning the number of students who were enrolled in Grade 8 and those who actually were tested are reported. Because sufficient time was provided for makeup testing, schools were expected to administer the full battery of tests to all students with the exception of some students with an identified disability, students with limited English proficiency who could not meaningfully respond to the test, and students who were chronically absent from school. (p. 1)

Reporting Category	Number	Percentage
Students Excluded from Report:		
Students totally excluded from testing (took no session of the assessment) due to identified disability	539	3
Students partially excluded from testing (for some but not all sessions of the assessment) due to an identified disability	400	2
Students tested, but excluded from report because they receive special education and related services for more than 60% of the school day in a composite or self-contained program (categories 24 or 25 on EF-S-204	148	1
All others: Totally excluded from testing	183	1
All others: Partially excluded from testing	333	2
Students with an Identified Disability (included in this report)	1060	6
All others (included in this report)	14693	85
Total	15753	91
Percentage of students with an identified disability included in the report and all others (the number of students with an identified disability included divided by the number of students with an identified disability enrolled)	NA	49
Percentage of all other students included in the report (the number of all other students included divided by the number of all other students enrolled)	NA	97

Maine Department of Education (1997) p. 1

Massachusetts

Massachusetts had educational data available on the World Wide Web. These data did include state level special education data in this domain as well as enrollment data not included here. Massachusetts also provided us with one accountability report that did not include state level special education data in this domain (Massachusetts Department of Education, 1997b).

The Massachusetts State Department of Education (1997b) stated the following about the participation of students with disabilities in large scale assessments:

> The table below presents information on the percentage of enrolled students participating in the MEAP at grades 4, 8, and 10 and the percentage of students exempted from testing. Approximately 90 percent of the students at grades 4 and 8 and 85 percent of the students at grade 10 participated in the 1994 and 1996 administrations of the MEAP. The percentage of enrolled students who qualified for exemptions due to special needs or bilingual status is comparable across grades. In 1996, students with these classifications accounted for 78 percent of the exclusions at grade 4 but only 48 percent of the exclusions at grade 10.

1996 MEAP (Massachusetts Education Assessment Program)

Grade	Number Enrolled	% Tested	% Special Needs not Tested	Absence (%)	Exemption (%)
Grade 4	71,023	90	10	7	2
Grade 8	65,168	89	11	7	3
Grade 10	59,681	85	15	5	8

Massachusetts Department of Education (1997b), unnumbered Web pages

New Hampshire

New Hampshire provided us with six documents. Three of these contained data on students with disabilities in this domain.

The following table combines information from three reports about the populations of students who were not included in testing (total not tested and "excluded: educationally disabled"). The reports also included the number and percent of students excluded as "non - or limited-English proficient," "absent," and "other." Additional information on testing in New Hampshire, and test scores of students with disabilities who took the test, is in Appendix B.

Students Not Included in Testing on the New Hampshire Educational Improvement and Assessment Program

Grade Level and Subject	Total Not Tested		Excluded: Ed Disabled	
	N	%	N	%
3rd Grade English Language Arts	820	5	660	4
3rd Grade Mathematics	466	3	340	2
6th Grade English Language Arts	520	3	363	2
6th Grade Mathematics	378	3	272	2
6th Grade Science	360	2	245	2
6th Grade Social Studies	399	3	255	2
10th Grade English Language Arts	721	6	203	2
10th Grade Mathematics	648	5	170	1
10th Grade Science	716	6	179	1
10th Grade Social Studies	761	6	178	1

Data taken from New Hampshire Department of Education (1996a), p. 2; (1996b), p. 2; (1996c), p. 2

New Jersey

New Jersey provided us with three documents. All three contained data on students with disabilities in this domain.

Two of the documents were regular education reports that contained data on participation in large scale assessment. One was a special education report that contained very detailed enrollment data, most of which are not reported here. The report also included exit data, dropout data, and data on the presence and participation of special education students in various settings not included here. New Jersey provided a Glossary of Abbreviations for the reader (see NJ State Department of Education, 1996, p 67).

Two of the documents sent to us by New Jersey contained data on the participation of students with disabilities in state-wide testing for grades 8 and 10. While these documents reported on the number of students with disabilities who were tested, they did not indicate the percentage of students with disabilities who were tested. Test scores for students with disabilities were not given in the reports and the scores of students with disabilities were excluded from the scores of general education students.

Category	Rdg	Math	Writing	Rdg	Math	Writing
Number of Regular Students Enrolled [a]	71,843	71,843	71,843	10,025	9,346	7,062
Number of Regular Students Tested [b]	70891	70,821	70,737	1,335	1,229	1,129
Tested Students Coded Special Education	8,300	8,260	8,217	1,980	1,578	1,831
Tested Students Coded LEP[c]	1,986	1,994	1,970	7	8	6
Tested Students Coded Both Sp Ed & LEP	37	38	34	239	252	272
Total Voids	527	630	777	13,572	12,397	10,288
Total Students[d]	81,667	81,667	81,667			

Grade 8 data taken from New Jersey State Department of Education (1995b), no page number given. Grade 10 data taken from New Jersey State Department of Education Office of Special Education Programs (1996), p. 61.

[a] Districts provided on their school header(s) a single estimate of regular students enrolled at the time of testing.

[b] Excludes special education, limited English proficient students, and voided student answer folders.

[c] Excludes voided answer folders.

[d] Includes regular, special education, limited English proficient students, and voided answer booklets.

New Mexico

New Mexico provided us with one document. This document did not contain data on students with disabilities in this domain. The document did contain enrollment data that are not included in this report (see New Mexico State Department of Education 1996). No specific data on the participation of students with disabilities were given in the report.

New York

New York provided us with five reports. Three of these contained data on students with disabilities in this domain. These documents also contained enrollment data, exit data, dropout data, and data on the presence and participation of special education students in various settings not included here.

The University of New York et al. (1997a) provided the number of students taking the PEP test and the Regents Competency Test from 1991 to 1996. However, the actual percentage of students with disabilities taking the tests was not given. The following data were taken from the tables reproduced in Appendix B, which also provided the percent of students scoring above the State Reference Point (SRP) for these tests.

Number of Students with Disabilities Tested in Pupil Evaluation Program Test

	1991	1992	1993	1994	1995	1996
Grade 3 Reading	18754	19798	20281	21613	22556	23876
Grade 3 Mathematics	18691	19626	20191	21386	22716	24118
Grade 5 Writing	19461	20509	21775	22943	23690	24986
Grade 6 Reading	21401	22133	23248	24238	25080	25575
Grade 6 Mathematics	20847	21719	22430	23260	24624	25473

Data taken from the University of the State of New York et. al. (1997a), p. 193, Table 7.9

Number of Students with Disabilities Tested in Regents Competency Test

	1991	1992	1993	1994	1995	1996
Mathematics	17692	17803	17234	18604	19979	22735
Science	15328	16219	15543	17257	18464	19891
Reading	9302	9778	9799	9080	9600	15460
Writing	7337	7935	7780	7869	7797	10681
Global Studies	10121	10565	10943	11902	12060	15072
U.S. History and Government	6880	7659	7915	8148	8081	9242

Data taken from the University of the State of New York et. al. (1997a), p. 194, Table 7.11

The University of New York et al. (1996b) provided the percent of students with disabilities who participated in testing in 1993-94 and 1994-95. These data were also included in Appendix B along with the percent of students scoring above the SRP.

Pupil Evaluation Program(PEP) and Program Evaluation Test (PET):

	Participation		Exemption Based on Committee Recommendations				
PEP	1993-94	1994-95	#	%	PET	#	%
Gr 3 Reading	90.2	91.0	2,227	9.0	Gr 4 Science	1,793	7.0
Gr 3 Math	90.9	92.0	1,977	8.0	Gr 6 Social Studies	2,362	9.2
Gr 5 Writing	92.4	92.7	1,874	7.3	Gr 8 Social Studies	2,243	10.1
Gr 6 Reading	91.8	91.6	NA	NA	Tot Exempt 94-95	17,008	8.4
Gr 6 Math	91.7	91.7	2,304	8.4	Tot Exempt 93-94	15,743	8.8

Data taken from the University of the State of New York et al. (1996a), p. I.21
Total Exempt includes information from both PEP and PET.

Failure to Graduate (Students with Disabilities who were Candidates for 1994-95 Graduation)

Reason for Failure	Did not Complete Local Coursework Only	Did not Complete Competency Test Requirements Only	Did not Complete Local Course Requirements and Competency Test Requirements
# Students	575	158	311

Data taken from The University of the State of New York et al. (1996a), p. I.21

Workforce Preparation Programs and Post Education Outcomes

Other unique educational indicators used by the state of New York are enrollment of students with disabilities in workforce preparation programs and the outcomes of these programs. The VESID: 1996 Pocketbook of Goals and Results for Individuals with Disabilities compared students with and without disabilities who were enrolled in occupational education programs, indicating that very few students in special education (1.4%) participated in these programs.

Percentage of School-Aged Students with Disabilities in Workforce Preparation Programs

% Students in General Education Participating in Occupational Education Programs	11.24
% Students Receiving Special Education Services Participating in General Occupational Education Programs	1.4

Data taken from The University of the State of New York et al. (1996b), p. 17

The VESID: 1996 Pocketbook of Goals and Results for Individuals with Disabilities also provided the number of individuals with disabilities attending post secondary education programs, and the percent of students in these programs who obtain jobs. Job placement information is also given.

Enrollment of Individuals with Disabilities in Higher Education Programs

Year	No. of All Individuals Attending Institutions of Higher Education who were Self-Identified Individuals with Disabilities
1991-92	20,099
1993-94	24,953
1994-95	26,048

Data taken from the University of the State of New York et al. (1996b), p. 19

Enrollment of Individuals with Disabilities in Other Postsecondary Education Programs

Year	All Individuals in Adult Education Programs who were Self-Identified Individuals with Disabilities	All Individuals in Tech Prep Programs were Self-Identified Individuals with Disabilities
1993-94	10,409	161
1994-95	11,087	736

Data taken from The University of the State of New York et al. (1996b), p. 20
Note: Identical information is also provided in the Consolidated Special Education Performance Report (University of the State of New York 1996a, p. I.24)

"Job Placements for VESID Consumers"

See Appendix B for this information.
The University of the State of New York et al. 1996b, p. 23

Miscellaneous Indicators: Procedural Safeguards. New York is one of the few states that provided information about the use of procedural safeguards by students with disabilities and their families. The following information contained data on impartial hearings and appeals from 1992-93 to 1994-95 by the issue that was appealed. Data are also provided on the number of impartial hearings given from 1982-83 to 1994-95. These data were taken from more comprehensive charts and reproduced in the tables below.

	# Impartial Hearings (LEA level)			# Appeals (SEA level)		
Issue	1992-93	1993-94	1994-95	1992-93	1993-94	1994-95
IEP	239	335	437	10	9	3
Placement	184	180	337	–	–	24
Classification	65	77	79	–	–	–
Evaluation	57	68	82	8	4	3
Total	609	757	1,135	44	49	49

The University of the State of New York et al. (1996a), p. I.32
Note: Only four issue categories, plus the totals, are presented here. A total of 26 categories were presented in the original report

Impartial Hearings Conducted on Behalf of Students with Disabilities Over Years

Year	Number of Hearings	Total # Students	Year	Number of Hearings	Total # Students
1994-95	1,135	374,361*	1987-88	537	284,121
1993-94	757	359,783*	1986-87	477	283,518
1992-93	609	332,321*	1985-86	467	283,567
1991-92	500	292,347	1984-85	471	286,971
1990-91	465	288,731	1983-84	436	250,616
1989-90	602	306,007	1982-83	393	250,817
1988-89	547	290,479			

*Data for 1992-93 to 1994-95 represent the number of students with disabilities, ages 3 to 21, provided special education programs or services pursuant to Part B of the Individuals with Disabilities Education Act and Chapter 1 of the Elementary and Secondary Education Act.
Data taken from The University of the State of New York et al. (1996a), p. I.33

The report also provided a narrative account of a voluntary mediation program, entitled "Special Education Mediation" that has been successful in resolving mediation issues in 147 school districts. According to the report:

> During 1994-95, five mediations were requested and conducted; in all cases, concerns/issues were resolved. Based on information received from school districts and parents, special education mediation is more timely, less costly, and less adversarial than an impartial hearing. (p. I.33)

Students Returning to General Education. Another indicator included in the Consolidated Special Education Performance Report is for those students with disabilities, ages 14-21 who had received special education and

"returned to general education as a result of having met the objectives included in their IEP" (p. I.24). According to the report "these students no longer have an IEP and receive all educational services from a general education program" (p. I.24.)

Students Returning to General Education

Total Students with Disabilities	Number returned to general education	Percent
122,426	5,075	4.2

Data taken from the University of the State of New York et al. (1996b), p. I.24

Oregon

Oregon provided us with two accountability reports, one of which did include special education data other than enrollment and the presence and participation of special education students in various settings in this domain (OR Department of Education, 1997b). Both accountability reports contained special education enrollment data, including enrollment by disability, enrollment in the Oregon School for the Deaf, enrollment in the Oregon School for the Blind, and enrollment by primary disability of juvenile offenders housed in the Oregon Youth Authority correctional facilities.

The Oregon State Department of Education (1997b) stated the following regarding the about the participation of students with disabilities in large scale assessments:

> The table below lists participation rates for special education students who participated in the Statewide Reading Assessment of 1993-1994. The purpose of the Oregon Statewide Assessment Program (OSAP) is to determine students' level of performance on the Oregon content standards. All students in grades 3, 5, 8 and 10 take the reading, writing, and mathematics assessments of the OSAP. Students who achieve a criterion level on the state content standards will receive a Certificate of Initial Mastery (CIM). In order to obtain the CIM, a student must meet the specified benchmarks in all three measurement formats. If there is doubt as to whether a student should be tested, the instructions specify that the student should be tested. Some students required modifications in order to participate. Students who participate under modified conditions or are exempted from testing will have a special code marked on their answer sheet. Their scores are not aggregated in state and school summaries (OR Department of Education, 1997b, pp. 52-53.).

Estimated Participation Rates for Special Education Students (1993-94 Reading Assessment)

Assessment	December Count	Modified or Exempt	Percent Mod/Exempt	Standard Administration
3rd Grade	5,095	2,287	44.89	2,808
5th Grade	5,239	1,557	29.72	3,682
8th Grade	4,022	799	19.87	3,223
11th Grade	2,664	440	16.52	2,224

Oregon Department of Education (1997b), p. 52

The following special study includes data on post high school experience and employment. A four-year study of OSD graduates shows clearly what former students are doing, providing accurate information for the direction of the educational program at OSD. Table 4 displays the results of this study. Examples of employers include: Boeing, Mervyns, State Farm, Willamette Industries, Praegitzer Industries, state agencies, Morrow Snowboards, Xerox, U.S. Postal Service, Nike, Salem Hospital, Tektronix, Sprint.

OSD Graduates Follow Along Study 1991-1995

Post High School Experience	Percent	Employment areas Include:	Percent
Community college experience	28	Clerical	2
Four-year college experience	14	Trades (e.g. autobody)	20
Work	32	Service Industry	33
Supported work	11	Agriculture	0
Homemaker	7	Sheltered workshop	20
Unknown/unemployed	8	Housewives	10
		Unknown	13
		Professional/tech	2

Data taken from Oregon Department of Education (1997b), p. 26

Oregon also provided information on students with disabilities in the domain of family involvement (Oregon State Department of Education, 1997b). The following 1994-95 data were from Oregon's Special Education report "1996 Status report: Special education, student services, and compensatory education." This report included data on a special program, Together for Children (TFC) parent education program in Oregon for families considered to be at risk for having children with disabilities. Risk factors considered for the program included single or step-parented families, teen parents, low income, children with special needs, and some first-time parents.
TFC (Together for Children)

Number of Families Served	423
Number of Children Served	405
% Single Parent Families	56
% Teen Parents	12

Data taken from Oregon State Department of Education, (1997b), p. 84
The report did not include data on the number of parents or children with disabilities included in the program.

South Carolina

South Carolina provided us with four accountability reports, three of which (SC Department of Education, 1996a; South Carolina Department of Education, 1996c; SC Department of Education, 1996d) included Educational Processes data, other than enrollment data, on students with disabilities. Two of the reports (1996b, 1996d) contained enrollment data on students with disabilities (which are not included here).

The participation rates in the table below refer to participation by students with a disability on the Stanford/8 and MAT/7 assessments and/or Basic Skills Assessment Program (BSAP). Disability was not defined in the documents (SC Department of Education, 1996a, p.5; SC Department of Education, 1996c, p.7).

Students with Disability and Tested**

1991-92	1992-93	1993-94	1994-95	1995-96
9.1	6.5	7.3	9.7	10.2

**Comparisons are not reported in this category because percentages vary widely at different grade levels.
Note: Denominators for percents tested exclude enrollment for grades that are not tested.
Data taken from South Carolina Department of Education (1996a), p. 5; (1996c), p.7

Students Tested and Exempted from Testing (MAT/7) in 1995 and 1996

Students	Grade 4	Grade 5	Grade 7	Grade 9	Grade 11	Total
1995						
# Tested	47,727	46,980	49,064	50,657	31,397	225,825
% Tested	93	93	93	86	85	90
# Exempted**	3,080	3,067	2,367	1,963	1,916	12,393
% Exempted**	6	6	4	3	5	5
1996						
# Tested	46,971	47,405	47,883	50,561	32,279	225,099
% Tested	92	92	92	85	86	90
# Exempted**	3,619	3,640	3,071	3,481	2,177	15,988
% Exempted**	7	7	6	6	6	6

Data taken from South Carolina Department of Education (1996d), p. 1, Appendix C
**Increase in student exemptions for the state is due to 2,557 (24%) more students with identified disabilities and instructional plans stating testing is inappropriate, 74 (30%) more students with English as a second language and unable to function in MAT7 testing situation, and 841 (99%) more students participating in the 12 Schools project and electing not to participate in MAT7 testing.

Below are the participation rates for participation in South Carolina's Basic Skill Assessment Program (BSAP).

Students Tested and Exempted from Testing (BSAP) in 1995 and 1996

Students	Grade 3	Grade 6	Grade 8	Grade 10	Total
1995	47,339	48,131	48,217	40,744	184,431
# Tested					
% Tested	93	93	95	89	93
# Exempted**	3,172	2,595	1,752	470	7,989
% Exempted**	6	5	3	1	4
1996	46,459	47,561	48,051	41,813	183,884
# Tested					
% Tested	92	93	94	89	92
# Exempted**	3,987	3,208	2,189	1,665	11,049
% Exempted**	8	6	4	4	6

Data taken from South Carolina Department of Education (1996d), p. 1, Appendix D

**Increase in student exemptions for the state is due to 3,164 (46%) more students with identified disabilities and instructional plans stating that testing is inappropriate and 95 (74%) more students with English as a second language and unable to function in BSAP testing.

For further detail on participation by grades on the BSAP and MAT/7 in South Carolina, please refer to Appendix B.

Texas

Texas had educational data available on the World Wide Web. These data did include data on students with disabilities in this domain (TX Education Agency, 1996). The World Wide Web also contained enrollment data, exit data, and data on the presence and participation of special education students in various settings not included here.

The Texas Education Agency(1996) stated the following about the participation of students with disabilities in large scale assessments:

> TAAS exemptions refer to the percent of students exempted from taking the TAAS reading, writing or math tests (Web pages, p. 12 of 15, TX Education Agency, 1996). A student "may be exempted from the test if he or she (1) has received a special education exemption as determined by an admission, review, and dismissal committee and specified in the student's individual education plan; or (2) has received a limited English proficiency exemption, as determined by a language proficiency assessment committee and documented in the student's permanent record file." The limited English proficiency exemption is not an option for exit-level students (Web pages, p. 12 of 15, TX Education Agency, 1996).

Percentage of Students Exempted from Taking Portions of the TAAS

Special Education Students	Math	Reading	Writing
% of All Students who are Exempted and Special Education	6.9	7.3	7.0
% of Special Education Students Exempted	52.6	54.8	55.9
Black	11.1	11.4	11.0
American Indian	8.1	8.5	7.4
Hispanic	7.4	7.8	7.3
Asian	2.0	2.2	2.1
White	5.7	6.0	6.0
Female	4.8	4.9	4.6
Male	9.0	9.5	9.3
Economically Disadvantaged	10.3	10.7	10.7

Texas Education Agency (1996), unnumbered Web pages

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